

# COMMUNICATION SKILLS

**Syllabus specifications  
for graded exams**

In person | individuals and groups

Via video conference | individuals

from April 2025



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Trinity College London accepts entries on its exams on the condition that candidates conform to the requirements of the appropriate specifications. Any amendments to the requirements will be published on the website and in updated versions of the syllabus specifications.

# Welcome

Welcome to Trinity College London's syllabus specifications for Communication Skills exams. These qualifications 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 design their own programme, creating talks and presentations based on topics they have a particular interest in, or that complement their studies. These exams enable candidates to develop valuable 21st century skills in communication and to build confidence and make real progress in both education and the workplace.

These specifications outline the key 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](http://trinitycollege.com/communication-skills)

We hope you enjoy exploring the opportunities these qualifications present and we wish you every success.

## The Trinity team

### THE COMMUNICATION SKILLS EXAMS ARE OFFERED IN THE FOLLOWING FORMATS:

#### Communication Skills (Individual)

- ▶ In person: Face-to-face with a visiting examiner at a registered centre
- ▶ Video conference: Face-to-face online at a registered centre.

#### Communication Skills (Group):

- ▶ In person: Face-to-face with a visiting examiner at a registered centre.

The Communication Skills exams have been designed to support teaching, learning and assessment through offering candidates more choices in how they achieve their qualifications. This flexibility allows candidates to:

- ▶ Select their preferred assessment medium and receive feedback from a specialist
- ▶ Develop their skills by preparing and responding to tasks within a structured progression framework.

Both formats maintain the same academic rigour, and successful candidates receive a certificate. At Grades 6-8, Communication Skills (Individual) candidates are eligible for UCAS points.

For details on how to enter for our exams, please visit [trinitycollege.com/drama-entry](http://trinitycollege.com/drama-entry)

### ABOUT TRINITY COLLEGE LONDON

Trinity College London, established in 1872, is a leading internationally recognised awarding organisation (exam board), publisher and independent education charity. 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 people progress. We 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.

### WHY CHOOSE TRINITY?

Teachers and students choose Trinity because:

- ▶ We understand the transformative power of performance
- ▶ Our qualifications help ensure candidates make progress by providing carefully levelled stepping stones that build confidence and enjoyment while continuing to extend and challenge
- ▶ We aim to design assessments that have a positive impact on student learning, engagement and achievement
- ▶ We encourage candidates to bring their own choices and interests into our exams – this motivates students and makes the assessment more relevant and enjoyable
- ▶ Our flexible exams give candidates the opportunity to perform to their strengths and interests
- ▶ Our qualifications are accessible to candidates of all ages and from all cultures
- ▶ Our highly qualified and friendly examiners are trained to put candidates at their ease and provide maximum encouragement.

# 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, 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 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 | Advanced     |

## ATTAINMENT BANDS

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

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

## 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 |

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](http://trinitycollege.com/drama-csn)

## ENGLISH LANGUAGE EXPECTATIONS FOR DRAMA EXAMS

Trinity's graded 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 that candidates have a level of English language proficiency of at least B1 on the CEFR (Common European Framework of Reference for languages). The English language requirements become more demanding as the grades 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](http://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.

# 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   |
|--|--|---|
| <b>Communication and interpersonal skills</b>  | <ul style="list-style-type: none"> <li>▶ The ability to explain what you mean in a clear and concise way</li> <li>▶ To listen and relate to people, and to act upon key information/instructions</li> </ul>  | <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> |
| <b>Problem-solving skills</b>                  | <ul style="list-style-type: none"> <li>▶ The ability to understand a problem by breaking it down into smaller parts, and to identify its key issues and implications to find solutions</li> </ul>  | <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>   |
| <b>Creativity</b>                              | <ul style="list-style-type: none"> <li>▶ The ability to apply knowledge from many different areas to solving a task</li> <li>▶ The ability to develop creative responses to challenges and in doing so create original and imaginative situations</li> </ul> | <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>   |
| <b>Confidence</b>                              | <ul style="list-style-type: none"> <li>▶ Belief in one's ability to successfully complete a task</li> </ul>  | <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>  |
| <b>Working under pressure and to deadlines</b> | <ul style="list-style-type: none"> <li>▶ The ability to manage the workload that comes with deadlines</li> </ul>   | <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>   |
| <b>Organisation skills</b>                     | <ul style="list-style-type: none"> <li>▶ The ability to be organised and methodical</li> <li>▶ The ability to plan work to meet deadlines and targets</li> <li>▶ The ability to monitor progress of work to ensure deadlines are met</li> </ul>              | <p>Being prepared and organised for the exam 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>   |
| <b>Critical thinking skills</b>                | <ul style="list-style-type: none"> <li>▶ The ability to analyse material and deconstruct it to understand how its specific impact is achieved through language and meaning</li> </ul>  | <p>Through rehearsing and preparing for the presentations and key-skills tasks, candidates hone their critical thinking and analytical skills.</p>  |
| <b>Teamwork</b>                                | <ul style="list-style-type: none"> <li>▶ The ability to work well with people from different disciplines, backgrounds and expertise to accomplish a task or goal</li> </ul>  | <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. Group exams are unregulated because the examiner assesses the overall achievement of the group.

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/UCASdrama](http://trinitycollege.com/UCASdrama) 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.

Because of the interactive nature of these exams, all timings for graded exams in Communication Skills include two minutes of writing time to allow the examiner sufficient time to complete the report.

## REGULATED TITLES AND QUALIFICATION NUMBERS – INDIVIDUAL EXAMS

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

### QUALITY ASSURANCE

#### Recording of exams

Trinity audio records all in-person exams, and exams taken via video conference are recorded using Zoom. Sometimes in-person exams are also filmed for quality assurance and training purposes. All recording devices are discreet and should not cause any distraction to 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 in the room for in-person exams.

### QUALIFICATION ACHIEVEMENT LEVELS FOR EXAMS

| RQF* Level    | EQF** Level | Musical Theatre |
|---------------|-------------|-----------------|
| 6             | 6           | LTCL            |
| 5             | 4/5         |                 |
| 4             |             | ATCL            |
| 3             | 4           | Grade 8         |
|               |             | Grade 7         |
|               |             | Grade 6         |
| 2             | 3           | Grade 5         |
|               |             | Grade 4         |
|               |             | Grade 3         |
| 1             | 2           | Grade 2         |
|               |             | Grade 1         |
| Entry Level 3 | 1           | Initial         |

\* Regulated Qualifications Framework

\*\* European Qualifications Framework

### TRINITY QUALIFICATIONS THAT COMPLEMENT THE COMMUNICATION SKILLS QUALIFICATIONS

- Grades in Speech and Drama, Performance Arts, Acting and Acting for Screen
- 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 AS IN-PERSON EXAMS

- Grades 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](http://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.

# Introduction to exam tasks

In the following pages there are tables outlining each task that candidates must prepare for each grade, 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 may choose the position that accommodates their abilities.

The assessment criteria and attainment descriptors are detailed under the requirements for each grade. 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 please refer to the assessment criteria for each level.

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|                      |   |
|----------------------|---|
| <b>Communication</b> | ▶ The ability to express yourself clearly and concisely using appropriate vocal and physical skills   |
| <b>Interaction</b>   | ▶ The ability to relate to other people, demonstrating ability to listen, show understanding and respond appropriately in discussion on familiar and unfamiliar topics  |
| <b>Analysis</b>      | ▶ The ability to assimilate and evaluate information from a variety of sources and to develop and express your own ideas  |
| <b>Performance</b>   | ▶ 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 |

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**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 an imperfectly learnt script, and the talks and presentations should not be learnt word for word or read verbatim from prompt cards.

## WHO IS PERMITTED IN THE EXAM ROOM

Usually only the examiner and candidate(s) should be in the exam room during an exam. If the presentation requires technology to be set up, then another person is allowed in the room for that purpose and should leave after the task is complete.



## LEARNING OUTCOMES, ASSESSMENT CRITERIA AND ATTAINMENT DESCRIPTORS

Learning outcomes, assessment criteria and attainment descriptors are included for every grade and provide information on the following:

**Assessment criteria** describes the standards to be met and what is expected from a candidate during the exam. The assessment criteria are listed in each grade section of this document.

**Attainment descriptors** are split into Distinction, Merit, Pass and Below Pass and describe the level of skill a candidate would need to meet to be awarded a particular result in the exam. The attainment descriptors are listed in each grade section of this document.

**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 learning outcomes for all exams in this document are listed below.

### LEARNING OUTCOMES: COMMUNICATION SKILLS (INDIVIDUAL)

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

|                |  |
|----------------|--|
| <b>Initial</b> | <ul style="list-style-type: none"> <li>▶ Participate in simple, informal conversation about prepared topics/talks, being able to respond to questions</li> <li>▶ Give a talk on a prepared topic</li> </ul>  |
| <b>Grade 1</b> | <ul style="list-style-type: none"> <li>▶ Prepare and organise information for topics/talks</li> <li>▶ Participate in simple conversation about prepared topics/talks, being able to respond to questions</li> <li>▶ Give a talk to an audience showing an understanding of the topic</li> <li>▶ Use vocal skills to convey meaning</li> </ul>  |
| <b>Grade 2</b> | <ul style="list-style-type: none"> <li>▶ Prepare and organise information for topics/talks</li> <li>▶ Participate in simple conversation about prepared topics/talks, being able to respond to questions</li> <li>▶ Give a talk to an audience showing an understanding of the topic</li> <li>▶ Use vocal skills to convey meaning</li> </ul>  |
| <b>Grade 3</b> | <ul style="list-style-type: none"> <li>▶ Prepare and organise information for topics/talks</li> <li>▶ Participate in conversation about prepared topics/talks, being able to respond to questions</li> <li>▶ Give a talk to an audience showing an understanding of the topic, expressing own ideas clearly and persuasively</li> <li>▶ Use vocal skills to convey meaning</li> </ul>  |
| <b>Grade 4</b> | <ul style="list-style-type: none"> <li>▶ Prepare and organise information for structured presentations and discussions</li> <li>▶ Participate in conversation about prepared topics, being able to respond to questions and discuss own ideas and approaches</li> <li>▶ Deliver a presentation to an audience showing an understanding of the topic, expressing and explaining own ideas</li> <li>▶ Adapt communication/presentation style to audience needs</li> <li>▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning</li> <li>▶ Understand specific communication skills</li> </ul>                                     |
| <b>Grade 5</b> | <ul style="list-style-type: none"> <li>▶ Prepare and organise information for structured presentations and discussions</li> <li>▶ Participate in conversation about prepared topics, being able to respond to questions and discuss own ideas and approaches</li> <li>▶ Deliver a presentation to an audience showing an understanding of the topic and style of delivery, expressing and explaining own ideas</li> <li>▶ Adapt communication/presentation style to audience needs and responses</li> <li>▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning</li> <li>▶ Understand specific communication skills</li> </ul> |

- 
- Grade 6**
- ▶ Research, prepare and organise information for structured presentations, interview and discussions
  - ▶ Participate in conversation about prepared and unfamiliar topics, being able to respond to questions perceptively and discuss own ideas and approaches
  - ▶ Deliver a presentation to an audience showing an understanding of the topic and style of delivery, expressing and explaining own ideas
  - ▶ Adapt communication/presentation style to audience needs and responses
  - ▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning
  - ▶ Demonstrate a secure understanding of and ability to analyse communication skills/approaches used in different contexts
- 

- Grade 7**
- ▶ Research, prepare and organise information for structured presentations and discussions
  - ▶ Engage actively in conversation about prepared and unfamiliar topics, being able to respond to questions perceptively and discuss own ideas and approaches
  - ▶ Deliver a presentation to an audience with authority showing a detailed knowledge and understanding of the topic and style of delivery, expressing and explaining own ideas
  - ▶ Adapt communication/presentation style to audience needs and responses
  - ▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning with authority
  - ▶ Demonstrate a secure understanding of and ability to analyse communication skills/approaches used in different contexts
- 

- Grade 8**
- ▶ Research, prepare and organise information for structured presentations and discussions
  - ▶ Engage actively in conversation about prepared and unfamiliar topics, being able to expand on information through discussing a range of different ideas and approaches
  - ▶ Deliver a presentation to an audience with authority showing a detailed exploration, knowledge and understanding of the topic and style of delivery, expressing a range of perspectives
  - ▶ Adapt communication/presentation style to audience needs and responses
  - ▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning with authority
  - ▶ Demonstrate a secure understanding of and ability to analyse communication skills/approaches used in different contexts
- 

### COMMUNICATION SKILLS (GROUP)

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

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- Initial**
- ▶ Participate in a simple, informal conversation about prepared topics/talks, being able to respond to questions
  - ▶ Give a talk on a prepared topic
  - ▶ Interact with others to create finished work
- 

- Grade 1**
- ▶ Prepare and organise information for topics/talks
  - ▶ Participate in simple conversation about prepared topics/talks, being able to respond to questions
  - ▶ Give a talk to an audience showing an understanding of the topic
  - ▶ Use vocal skills to convey meaning
  - ▶ Interact with others to create finished work
- 

- Grade 2**
- ▶ Prepare and organise information for topics/talks
  - ▶ Participate in simple conversation about prepared topics/talks, being able to respond to questions
  - ▶ Give a talk to an audience showing an understanding of the topic
  - ▶ Use vocal skills to convey meaning
  - ▶ Interact with others to create finished work
-

- 
- Grade 3**
- ▶ Prepare and organise information for topics/talks
  - ▶ Participate in conversation about prepared topics/talks, being able to respond to questions
  - ▶ Give a talk to an audience showing an understanding of the topic, expressing own ideas clearly and persuasively
  - ▶ Use vocal skills to convey meaning
  - ▶ Interact with others to create finished work
- 
- Grade 4**
- ▶ Prepare and organise information for structured presentations and discussions
  - ▶ Participate in conversation about prepared topics, being able to respond to questions and discuss own ideas and approaches
  - ▶ Deliver a presentation to an audience showing an understanding of the topic, expressing and explaining own ideas
  - ▶ Adapt communication/presentation style to audience needs
  - ▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning
  - ▶ Understand specific communication skills
  - ▶ Interact with others to create finished work
- 
- Grade 5**
- ▶ Prepare and organise information for structured presentations and discussions
  - ▶ Participate in conversation about prepared topics, being able to respond to questions and discuss own ideas and approaches
  - ▶ Deliver a presentation to an audience showing an understanding of the topic and style of delivery, expressing and explaining own ideas
  - ▶ Adapt communication/presentation style to audience needs and responses
  - ▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning
  - ▶ Understand specific communication skills
  - ▶ Interact with others to create finished work
- 
- Grade 6**
- ▶ Research and prepare information for structured presentations and discussions
  - ▶ Participate in conversation about prepared and unfamiliar topics, being able to respond to questions perceptively and discuss own ideas and approaches
  - ▶ Deliver a presentation to an audience showing an understanding of the topic and style of delivery expressing and explaining own ideas
  - ▶ Adapt communication/presentation style to audience needs and responses
  - ▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning
  - ▶ Demonstrate a secure understanding of and ability to analyse communication skills/approaches used in different contexts
  - ▶ Interact with others to create finished work
- 
- Grade 7**
- ▶ Research and prepare information for structured presentations and discussions
  - ▶ Engage actively in conversation about prepared and unfamiliar topics, being able to respond to questions perceptively and discuss own ideas and approaches
  - ▶ Deliver a presentation to an audience with authority showing a detailed knowledge and understanding of the topic, expressing and explaining own ideas
  - ▶ Adapt communication/presentation style to audience needs and responses
  - ▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning with authority
  - ▶ Demonstrate a secure understanding of and ability to analyse communication skills/approaches used in different contexts
  - ▶ Interact with others to create finished work
- 
- Grade 8**
- ▶ Research and prepare information for structured presentations and discussions
  - ▶ Engage actively in conversation about prepared and unfamiliar topics, being able to expand on information through discussing a range of different ideas and approaches
  - ▶ Deliver a presentation to an audience with authority showing a detailed exploration, knowledge and understanding of the topic and style of delivery, expressing a range of perspectives
  - ▶ Adapt communication/presentation style to audience needs and responses
  - ▶ Integrate varied vocal skills with verbal and non-verbal communication skills to convey meaning with authority
  - ▶ Demonstrate a secure understanding of and ability to analyse communication skills/approaches used in different contexts
  - ▶ Interact with others to create finished work

# Communication Skills (Individual)

The Communication Skills exams for individuals are designed for candidates who want to develop and refine a range of transferable communication skills. Through creating and delivering talks and presentations, and interacting with the examiner in tasks focused on persuasion and negotiation, candidates develop skills that can have a positive impact on their education and within the workplace.

The Communication Skills (Individual) Initial to Grade 8 exams can be taken in the following formats:

- ▶ In-person exam
- ▶ Video conference exam conducted via Zoom

For details on how to enter for the exams, go to [trinitycollege.com/drama-entry](http://trinitycollege.com/drama-entry)

## INITIAL

### EXAM DURATION

8 minutes

| EXAM REQUIREMENTS  | SKILLS  | NOTES  | MARKS |
|--|---|--|-------|
| <p><b>Task 1: Conversation</b></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"> <li>▶ What makes you happy/smile/laugh?</li> <li>▶ What is your favourite food?</li> <li>▶ What is your favourite sport or hobby?</li> </ul> <p>(maximum time: 1 minute)</p> | Communication, Interaction                        | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Conversation task.</b></li> </ul>   | 10    |
| <p><b>Task 2: Talk</b></p> <p>The candidate gives a talk about a personal memorable event.</p> <p>(maximum time: 2 minutes)</p> <p>The examiner asks a few questions about the event.</p>  | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General.</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks.</b></li> </ul> | 45    |
| <p><b>Task 3: Talk</b></p> <p>The candidate gives a talk about a small object or picture they bring to the exam room.</p> <p>(maximum time: 2 minutes)</p> <p>The examiner asks a few questions about the object or picture.</p>   | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The candidate should sit for this task.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General.</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks.</b></li> </ul>       | 45    |

**ASSESSMENT CRITERIA**
**During the exam, the candidate will:**

|  |                      |
|--|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present using basic vocal skills meaningfully and clearly</li> </ul>                          | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to participate in a simple conversation on a familiar topic</li> </ul> | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to express own simple ideas</li> </ul>                                 | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate basic competence in conveying simple information to an audience</li> </ul>        | <b>Performance</b>   |

**ATTAINMENT DESCRIPTORS**

|                    |   |
|--------------------|---|
| <b>Distinction</b> | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was audible and clear all of the time.</li> <li>▶ The candidate used basic vocal skills with meaning.</li> <li>▶ The talks were delivered with competence, expressing simple ideas with some awareness of audience.</li> <li>▶ There was good interaction in conversation and a clear understanding of the material.</li> </ul>                        |
| <b>Merit</b>       | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was audible and clear most of the time.</li> <li>▶ The candidate used basic vocal skills with some meaning.</li> <li>▶ The talks were delivered with some competence, expressing simple ideas with a basic awareness of audience.</li> <li>▶ There was some good interaction in conversation and a basic understanding of the material.</li> </ul>     |
| <b>Pass</b>        | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was audible and clear some of the time.</li> <li>▶ The candidate used some basic vocal skills with some meaning.</li> <li>▶ The talks were delivered with basic competence, expressing simple ideas with a basic awareness of audience.</li> <li>▶ There was some interaction in conversation and some basic understanding of the material.</li> </ul> |
| <b>Below Pass</b>  | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was hesitant and lacked audibility and/or clarity.</li> <li>▶ There was little or no awareness of audience.</li> <li>▶ There was little or no understanding of the material and/or ability to interact in conversation.</li> </ul>   |

# GRADE 1

## EXAM DURATION

10 minutes

| EXAM REQUIREMENTS   | SKILLS  | NOTES  | MARKS |
|---|---|--|-------|
| <p><b>Task 1: Conversation</b></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"> <li>▶ What is your favourite type of weather?</li> <li>▶ What is your favourite book/film/song/computer game?</li> <li>▶ Who is your favourite real or fictional person?</li> </ul> <p>(maximum time: 1 minute)</p> | Communication, Interaction                        | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Conversation task.</b></li> </ul>  | 10    |
| <p><b>Task 2: Talk</b></p> <p>The candidate gives a talk about one of the following topics:</p> <ul style="list-style-type: none"> <li>▶ A remarkable person</li> <li>▶ Their favourite activity</li> <li>▶ Their favourite holiday</li> </ul> <p>(maximum time: 3 minutes)</p> <p>The examiner asks a few questions about the topic.</p> <p>(maximum time: 1 minute)</p>   | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate should stand (if they are able to) for this task.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General.</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Conversation task.</b></li> </ul> | 50    |
| <p><b>Task 3: Talk</b></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>(maximum time: 2 minutes)</p> <p>The examiner asks a few questions about the objects or pictures.</p> <p>(maximum time: 1 minute)</p>  | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General.</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks.</b></li> </ul>         | 40    |

## ASSESSMENT CRITERIA

### During the exam, the candidate will:

|  |                      |
|--|----------------------|
| ▶ Present using vocal skills meaningfully and clearly  | <b>Communication</b> |
| ▶ Demonstrate an ability to participate in conversation on a range of familiar topics by listening and showing understanding | <b>Interaction</b>   |
| ▶ Demonstrate an ability to express own ideas  | <b>Analysis</b>      |
| ▶ Demonstrate confidence in conveying simple, descriptive information in a systematic order                                  | <b>Performance</b>   |
| ▶ Demonstrate an awareness of audience   |                      |

**ATTAINMENT DESCRIPTORS**

---

- Distinction**
- ▶ The work presented by the candidate was audible and clear throughout.
  - ▶ The candidate used vocal skills with meaning, expressing their own ideas in an organised way.
  - ▶ The talks were delivered confidently throughout, with a consistent awareness of audience.
  - ▶ There was some confident interaction in conversation and a good understanding of the material.
- 
- Merit**
- ▶ The work presented by the candidate was audible and clear most of the time.
  - ▶ The candidate used some vocal skills with meaning, expressing their own ideas in an organised way most of the time.
  - ▶ The talks were delivered confidently most of the time, with an awareness of audience.
  - ▶ There was good interaction in conversation and a clear understanding of the material.
- 
- Pass**
- ▶ The work presented by the candidate was audible and clear some of the time.
  - ▶ The candidate used some vocal skills with some meaning, expressing their own ideas in an organised way some of the time.
  - ▶ The talks were delivered confidently some of the time, with an awareness of audience.
  - ▶ There was some interaction in conversation and a basic understanding of the material.
- 
- Below Pass**
- ▶ The work presented by the candidate 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 limited understanding of the material and/or ability to interact in conversation.

## GRADE 2

### EXAM DURATION

12 minutes

| EXAM REQUIREMENTS   | SKILLS  | NOTES  | MARKS |
|---|---|--|-------|
| <p><b>Task 1: Conversation</b></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"> <li>▶ What is your favourite game or sport?</li> <li>▶ What skill or super power would you like to have?</li> <li>▶ What do you like about your neighbourhood?</li> </ul> <p>(maximum time: 1 minute)</p>                               | Communication, Interaction                        | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Conversation task.</b></li> </ul>   | 10    |
| <p><b>Task 2: Talk</b></p> <p>The candidate gives a talk about one of the following topics:</p> <ul style="list-style-type: none"> <li>▶ 'Why I love this book'</li> <li>▶ 'Why I love this film'</li> <li>▶ 'Why I love this TV programme'</li> <li>▶ 'Why I love this play'</li> </ul> <p>(maximum time: 4 minutes)</p> <p>The examiner engages the candidate in a conversation to gather further information on the topic.</p> <p>(maximum time: 1 minute)</p> | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate should stand (if they are able to) for this task.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General.</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks.</b></li> </ul> | 50    |
| <p><b>Task 3: Talk</b></p> <p>The candidate gives a talk describing an event they have attended (eg birthday party, family event, festival, school trip, concert).</p> <p>(maximum time: 3 minutes)</p> <p>The examiner engages the candidate in a conversation to gather further information on the topic.</p> <p>(maximum time: 1 minute)</p>   | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General.</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks.</b></li> </ul>                   | 40    |



## ASSESSMENT CRITERIA

### During the exam, the candidate will:

|  |                      |
|--|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present using vocal skills meaningfully, clearly and with expression</li> </ul>   | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to participate in a conversation and respond to a range of questions with confidence by listening and showing understanding</li> </ul> | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to organise, express and develop own ideas</li> </ul>  | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate confidence in conveying a simple narrative with an awareness of audience</li> </ul>   | <b>Performance</b>   |

## ATTAINMENT DESCRIPTORS

|                    |  |
|--------------------|--|
| <b>Distinction</b> | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was audible and clear throughout.</li> <li>▶ The candidate used vocal skills with expression and meaning. An ability to organise, express and develop their own ideas was shown throughout.</li> <li>▶ The talks were delivered confidently throughout with a consistent awareness of audience.</li> <li>▶ There was confident interaction in conversation and a good understanding of the material.</li> </ul>               |
| <b>Merit</b>       | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was audible and clear most of the time.</li> <li>▶ The candidate used vocal skills with expression and meaning. An ability to organise, express and develop their own ideas was shown most of the time.</li> <li>▶ The talks were delivered confidently most of the time, with an awareness of audience.</li> <li>▶ There was some confident interaction in conversation and a good understanding of the material.</li> </ul> |
| <b>Pass</b>        | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was audible and clear some of the time.</li> <li>▶ The candidate used vocal skills with some expression and meaning. There was some ability to organise and express their own ideas.</li> <li>▶ The talks were delivered confidently some of the time, with an awareness of audience.</li> <li>▶ There was some confident interaction in conversation and a clear understanding of the material.</li> </ul>                   |
| <b>Below Pass</b>  | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was hesitant and lacked audibility and/or clarity, and there was little evidence of preparation.</li> <li>▶ There was a limited ability to organise and express their own ideas.</li> <li>▶ There was limited awareness of audience.</li> <li>▶ There was a limited understanding of the material and/or ability to interact in conversation.</li> </ul>  |

## GRADE 3

### EXAM DURATION

14 minutes

| EXAM REQUIREMENTS   | SKILLS  | NOTES  | MARKS |
|---|---|--|-------|
| <p><b>Task 1: Conversation</b></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"> <li>▶ What leisure activities do you like to do?</li> <li>▶ What place would you like to visit?</li> <li>▶ What job would you like to do in the future?</li> <li>▶ What is your favourite subject at school?</li> </ul> <p>(maximum time: 1 minute)</p> | Communication, Interaction                        | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Conversation task.</b></li> </ul>   | 10    |
| <p><b>Task 2: Talk</b></p> <p>The candidate gives a talk about one of the following topics:</p> <ul style="list-style-type: none"> <li>▶ 'Why I am concerned about ...'</li> <li>▶ 'What I would like to see more of/less of in the world'</li> <li>▶ 'Why I think ... should be banned'</li> </ul> <p>(maximum time: 5 minutes)</p> <p>The examiner engages the candidate in a conversation to gather further information on the topic.</p> <p>(maximum time: 2 minutes)</p>     | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate should stand (if they are able to) for this task.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General.</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks.</b></li> </ul> | 50    |
| <p><b>Task 3: Talk</b></p> <p>The candidate gives a talk describing and recommending a place of interest.</p> <p>(maximum time: 3 minutes)</p> <p>The examiner asks the candidate questions to gather further information on the topic.</p> <p>(maximum time: 1 minute)</p>   | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General.</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks.</b></li> </ul>                   | 40    |

**ASSESSMENT CRITERIA**
**During the exam, the candidate will:**

|   |                      |
|---|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present using vocal skills meaningfully, clearly and with expression</li> </ul>  | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to participate with confidence in a conversation and respond to some unprepared questions with understanding</li> </ul> | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to organise, express and convey own ideas and provide reasons for them</li> </ul>                                       | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate competence in sustaining a narrative in a logical order and with an awareness of audience</li> </ul>                               | <b>Performance</b>   |

**ATTAINMENT DESCRIPTORS**

|                    |   |
|--------------------|---|
| <b>Distinction</b> | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was audible and clear throughout.</li> <li>▶ The candidate used vocal skills with persuasion, expression and meaning. There was a good ability to organise, express and convey their own ideas and provide some persuasive reasons for them.</li> <li>▶ The talks were delivered with confidence and ease throughout, with a consistent awareness of audience.</li> <li>▶ There was confident interaction in conversation, a secure understanding of the material and some confidence when responding to unprepared points.</li> </ul>         |
| <b>Merit</b>       | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was audible and clear most of the time.</li> <li>▶ The candidate used vocal skills with some persuasion, expression and meaning. There was a good ability to organise, express, and convey their own ideas and provide reasons for them.</li> <li>▶ The talks were delivered with some confidence and ease most of the time, with some good awareness of audience.</li> <li>▶ There was some confident interaction in conversation, a good level of understanding of the material and some ability to respond to unprepared points.</li> </ul> |
| <b>Pass</b>        | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was audible and clear some of the time.</li> <li>▶ The candidate used vocal skills with some expression and meaning. There was an ability to organise, express and convey their own ideas and provide some reasons for them.</li> <li>▶ The talks were delivered competently and with ease some of the time, with an awareness of audience.</li> <li>▶ There was some confident interaction in conversation, some clear understanding of the material and a developing ability to respond to unprepared points.</li> </ul>                     |
| <b>Below Pass</b>  | <ul style="list-style-type: none"> <li>▶ The work presented by the candidate was hesitant and lacked audibility and/or clarity, and there was little evidence of preparation.</li> <li>▶ There was a limited ability to express, organise and convey their own ideas and explain the reasons for them.</li> <li>▶ There was limited awareness of audience and/or lack of confidence in delivering the work.</li> <li>▶ There was limited understanding of the material and/or ability to interact in conversation.</li> </ul>   |

## GRADE 4

### EXAM DURATION

16 minutes

| EXAM REQUIREMENTS  | SKILLS  | NOTES  | MARKS |
|--|---|--|-------|
| <p><b>Task 1: Presentation</b></p> <p>The candidate gives a presentation that describes a personal interest, challenge or achievement.<br/>(<i>maximum time: 3 minutes</i>)</p> <p>The examiner engages the candidate in a conversation to gather further information on the topic.<br/>(<i>maximum time: 2 minutes</i>)</p>   | Communication, Interaction Analysis, Performance, | <ul style="list-style-type: none"> <li>▶ The candidate should stand for this task.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 40    |
| <p><b>Task 2: Presentation</b></p> <p>The candidate gives a presentation to inspire participation in an activity to an imagined, defined audience.</p> <p>Before they begin, the candidate should specify the intended audience, the audience size and the venue where the presentation is taking place.<br/>(<i>maximum time: 5 minutes</i>)</p>  | Communication, Analysis, Performance              | <ul style="list-style-type: none"> <li>▶ The candidate should stand (if they are able to) for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul>            | 40    |
| <p><b>Task 3: Reflective discussion</b></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 their ideas, including their use of pause, emphasis and variations in phrasing and pace.<br/>(<i>maximum time: 4 minutes</i>)</p> | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The candidate should sit for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul>   | 20    |

### ASSESSMENT CRITERIA

#### During the exam, the candidate will:

|  |                      |
|--|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present using varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and meaning</li> </ul>   | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to engage in discussion and respond to some unprepared questions with understanding</li> </ul>   | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to organise and communicate information. Demonstrate an ability to express own ideas and explain the reasons for them</li> <li>▶ Demonstrate knowledge of basic communication skills, including the use of pause, emphasis, phrasing and pace</li> </ul> | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate competence in sustaining a structured presentation that reflects own ideas with a developing fluency</li> <li>▶ Demonstrate an ability to engage the audience and adapt to its needs and responses</li> </ul>   | <b>Performance</b>   |

**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidate was audible, clear and showed a good level of fluency throughout.
  - ▶ The candidate used varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and meaning.
  - ▶ There was a confident ability to organise, express and convey own ideas and provide persuasive reasons for them.
  - ▶ There was a confident ability to engage the audience, presenting work with a clear and logical structure and showing an ability to adapt to audience needs and responses throughout.
  - ▶ There was confident interaction in conversation, including responding to questions on unprepared points, demonstrating a secure understanding of the material and communication skills throughout.
- 
- Merit**
- ▶ The work presented by the candidate was audible, clear and showed a good level of fluency most of the time.
  - ▶ The candidate used some varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and meaning.
  - ▶ There was some confident ability to organise, express and convey own ideas and provide some persuasive reasons for them.
  - ▶ There was an ability to engage the audience, presenting work with a clear and logical structure and showing an ability to adapt to audience needs and responses most of the time.
  - ▶ There was some confident interaction in conversation, including some ability to respond to questions on unprepared points, demonstrating a good understanding of the material and communication skills most of the time.
- 
- Pass**
- ▶ The work presented by the candidate was audible, clear and showed a developing fluency some of the time.
  - ▶ The candidate used some varied vocal skills integrated with verbal and non-verbal communication skills with some persuasion, expression and meaning.
  - ▶ There was some ability to organise, express and convey own ideas and provide reasons for them.
  - ▶ There was a competent ability to engage the audience, presenting work with a clear and logical structure and showing an ability to adapt to audience needs and responses some of the time.
  - ▶ There was some confident interaction in conversation, including a developing ability to respond to questions on unprepared points, demonstrating a clear understanding of the material and communication skills some of the time.
- 
- Below Pass**
- ▶ The work presented by the candidate was hesitant and lacked audibility, clarity and fluency, showing little evidence of preparation.
  - ▶ There was little or no ability to use vocal skills integrated verbal and non-verbal communication skills with persuasion, meaning and expression.
  - ▶ There was a limited ability to express, organise and convey own ideas and explain the reasons for them.
  - ▶ There was limited engagement with audience and/or lack of confidence in delivering the work.

## GRADE 5

### EXAM DURATION

18 minutes

| EXAM REQUIREMENTS  | SKILLS                               | NOTES  | MARKS |
|--|--------------------------------------|--|-------|
| <p><b>Task 1: Presentation</b></p> <p>The candidate gives a presentation in support of a particular cause or charity to an imagined, defined audience. Before they begin, the candidate should specify the intended audience, the audience size, and the venue where the presentation is taking place.<br/>(maximum time: 4 minutes)</p> <p>The examiner engages the candidate in a discussion to gather further information on the topic.<br/>(maximum time: 2 minutes)</p> | Communication, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate should stand (if they are able to) for this task.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 40    |
| <p><b>Task 2: Presenting the news</b></p> <p>The candidate delivers TWO contrasting news stories as if for broadcast (eg TV, radio or social media) that contrast in tone and subject. Both items can be original writing and the candidate should state who the intended audiences are before they begin.<br/>(maximum time: 5 minutes)</p>   | Communication, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul>  | 40    |
| <p><b>Task 3: Reflective discussion</b></p> <p>The examiner engages the candidate in a discussion about the preparation and delivery of the presentation and the news stories. The discussion focuses on how the candidate prepared for the tasks and how vocal and physical skills were used to communicate their ideas, including their use of pause, emphasis, variations in phrasing and pace, and their use of space.<br/>(maximum time: 5 minutes)</p>                 | Communication, Interaction, Analysis | <ul style="list-style-type: none"> <li>▶ The candidate should sit for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul>   | 20    |

### ASSESSMENT CRITERIA

#### During the exam, the candidate will:

|   |                      |
|---|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present using varied vocal skills integrated with verbal and non-verbal communication skills with clarity, meaning, expression and creativity</li> </ul>   | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to engage in discussion and respond to unprepared questions with understanding</li> </ul>   | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to organise and communicate information</li> <li>▶ Demonstrate an ability to convey own ideas and explain the reasons for them</li> <li>▶ Demonstrate knowledge of communication skills, including the use of pause, emphasis, phrasing, pace and the use of space</li> </ul> | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate some confidence in sustaining a structured and well-researched presentation that reflects own ideas with a developing fluency</li> <li>▶ Demonstrate an ability to engage the audience and adapt to its needs and responses.</li> </ul>  | <b>Performance</b>   |

**ATTAINMENT DESCRIPTORS**

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**Distinction**

- ▶ The work presented by the candidate was audible, clear and fluent throughout.
  - ▶ The candidate used varied vocal skills integrated with verbal and non-verbal communication skills with meaning, expression and creativity.
  - ▶ There was a confident ability to organise, express and convey own ideas and provide persuasive reasons for them.
  - ▶ There was a confident ability to engage the audience, sustaining the presentations using a clear and logical structure and showing an ability to adapt to audience needs and responses throughout.
  - ▶ There was confident interaction in conversation, including discussing and responding to questions on unprepared points, demonstrating a mature understanding of the material and communication skills throughout.
- 

**Merit**

- ▶ The work presented by the candidate was audible, clear and showed a developing fluency most of the time.
  - ▶ The candidate used varied vocal skills integrated with verbal and non-verbal communication skills with meaning, expression and creativity.
  - ▶ There was a confident ability to organise, express and convey own ideas and provide some persuasive reasons for them.
  - ▶ There was a confident ability to engage the audience, sustaining the presentations using a clear and logical structure and showing an ability to adapt to audience needs and responses most of the time.
  - ▶ There was confident interaction in conversation, including discussing and responding to questions on unprepared points, demonstrating a secure understanding of the material and communication skills most of the time.
- 

**Pass**

- ▶ The work presented by the candidate was audible, clear and showed a developing fluency some of the time.
  - ▶ The candidate used some varied vocal skills integrated with verbal and non-verbal communication skills with meaning, expression and creativity.
  - ▶ There was some confident ability to organise, express and convey own ideas and provide some persuasive reasons for them.
  - ▶ There was some confident ability to engage the audience, sustaining the presentations using a clear and logical structure and showing an ability to adapt to audience needs and responses some of the time.
  - ▶ There was some confident interaction in conversation, including discussing and responding to questions on unprepared points, demonstrating a clear understanding of the material and communication skills some of the time.
- 

**Below Pass**

- ▶ The work presented by the candidate was hesitant and lacked audibility, clarity and fluency, showing little evidence of preparation.
- ▶ There was little or no ability to use varied vocal skills integrated with verbal and non-verbal communication skills with meaning, expression and creativity.
- ▶ There was a limited ability to structure a presentation, express and convey own ideas and explain the reasons for them.
- ▶ There was limited engagement with audience, and/or lack of confidence in delivering the work.
- ▶ There was limited understanding of the material and the communication skills required to interact in conversation, or ability to respond to unprepared questions about the tasks.

## GRADE 6

### EXAM DURATION

20 minutes

| EXAM REQUIREMENTS  | SKILLS  | NOTES  | MARKS |
|--|---|--|-------|
| <p><b>Task 1: Presentation</b></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.</p> <p>Before they begin, the candidate should specify the intended audience, the audience size, and the venue where the presentation is taking place.<br/>(<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.<br/>(<i>maximum time: 2 minutes</i>)</p>                       | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate should stand (if they are able to) for this task.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 40    |
| <p><b>Task 2: Key Skills – Interview</b></p> <p>The candidate is interviewed by the examiner for a job, course, internship or work experience placement. The role chosen by the candidate should be realistic to their age, experience and interests (eg a summer holiday job, a college course, an industry work placement). The examiner asks interview questions related to the role.<br/>(<i>maximum time: 7 minutes</i>)</p>  | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate should sit for this task.</li> <li>▶ For details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul>  | 40    |
| <p><b>Task 3: Key Skills – Advertisement analysis</b></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 syllabus companion at <a href="http://trinitycollege.com/cs-syllabus-companion">trinitycollege.com/cs-syllabus-companion</a></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.<br/>(<i>maximum time: 4 minutes</i>)</p> | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The candidate should sit for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul>   | 20    |



**ASSESSMENT CRITERIA****During the exam, the candidate will:**

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|   |                      |
|---|----------------------|
| ▶ Present using varied vocal skills integrated with body language and eye contact with clarity, expression, persuasion and creativity                               | <b>Communication</b> |
| ▶ Demonstrate an ability to engage actively in conversation, showing listening skills, perceptiveness and ability to discuss own ideas and explain reasons for them | <b>Interaction</b>   |
| ▶ Demonstrate an ability to analyse the content and delivery of a text informed by a secure understanding of communication skills                                   | <b>Analysis</b>      |
| ▶ Demonstrate an ability to organise, assimilate and communicate information on unfamiliar topics   |                      |
| ▶ Demonstrate an ability to develop own ideas and explain the reasons for them  |                      |
| ▶ Demonstrate confidence in sustaining a structured, well-researched and fluent presentation that shows detailed exploration of the subject                         | <b>Performance</b>   |
| ▶ Demonstrate an ability to adapt to audience needs and responses.  |                      |

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**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidate was audible, clear and fluent throughout.
  - ▶ The candidate used varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression, and creativity throughout.
  - ▶ There was a confident ability to organise, express and develop own ideas and provide persuasive reasons for them, showing perceptiveness and active listening skills throughout.
  - ▶ The work presented was thoroughly researched, using a clear and logical structure and showing a confident ability to engage the audience and adapt to audience needs and responses throughout.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a mature understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Merit**
- ▶ The work presented by the candidate was audible, clear and fluent most of the time.
  - ▶ The candidate used varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and creativity most of the time.
  - ▶ There was a confident ability to express and develop own ideas and provide some persuasive reasons for them, showing perceptiveness and active listening skills most of the time.
  - ▶ The work presented was well researched, using a clear and logical structure and demonstrating a confident ability to engage the audience and adapt to audience needs and responses most of the time.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a secure understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Pass**
- ▶ The work presented by the candidate was audible, clear and fluent some of the time.
  - ▶ The candidate used varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and creativity some of the time.
  - ▶ The work presented was mostly well researched using a clear and logical structure and demonstrating a confident ability to engage the audience and adapt to its needs and responses some of the time.
  - ▶ There was some confident ability to engage actively in conversation, demonstrating understanding of the material, listening skills, perceptiveness and some ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Below Pass**
- ▶ The work presented by the candidate was inconsistent, hesitant and lacked audibility, clarity and fluency, showing little evidence of preparation.
  - ▶ There was little or no ability to use varied vocal skills integrated with verbal and non-verbal communication skills.
  - ▶ There was a limited ability to structure and research a presentation, develop own ideas and explain the reasons for them.
  - ▶ There was limited awareness of the audience and/or lack of confidence in delivering the work.
  - ▶ There was limited understanding of the material and the communication skills required to interact in conversation, or ability to demonstrate listening skills, perceptiveness or to be able to respond to unprepared questions about the tasks.

# GRADE 7

## EXAM DURATION

23 minutes

| EXAM REQUIREMENTS  | SKILLS  | NOTES  | MARKS |
|--|---|--|-------|
| <p><b>Task 1: Presentation</b></p> <p>The candidate gives a presentation on an issue (eg political, social, economic, health and wellbeing, technology, cultural, community) to an imagined, defined audience of at least 20 people. Before they begin, the candidate should specify the intended audience, the audience size, and the venue where the presentation is taking place.<br/>(maximum time: 9 minutes)</p> <p>The examiner engages the candidate in a discussion including exploring alternative points of view.<br/>(maximum time: 3 minutes)</p> | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate should stand (if they are able to) for this task.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 50    |
| <p><b>Task 2: Key Skills – Analysis of a speech</b></p> <p>The candidate introduces and analyses a speech given by a real-life public figure, covering its purpose, structure, meaning and possible styles and tools for delivery.<br/>(maximum time: 3 minutes)</p> <p>The examiner will ask questions to further explore the candidate's analysis.<br/>(maximum time: 2 minutes)</p>   | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul>   | 30    |
| <p><b>Task 3: Key Skills – Social or political issue</b></p> <p>The examiner gives an overview of a social or political issue. A discussion follows in which the candidate expresses and explains their views on the situation.<br/>(maximum time: 4 minutes)</p>  | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The candidate should sit for this task.</li> <li>▶ The candidate may take notes (they should bring in a pen and paper if needed).</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul>   | 20    |

## ASSESSMENT CRITERIA

### During the exam, the candidate will:

|  |                      |
|--|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present using sustained and varied vocal skills integrated with body language and eye contact with clarity, authority, expression and creativity</li> </ul>   | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to engage actively in conversation, showing effective listening skills, perceptiveness and ability to discuss own ideas and explain reasons for them</li> </ul>  | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to analyse the content and delivery of a text informed by a secure understanding of communication skills</li> <li>▶ Demonstrate an ability to organise, assimilate and communicate information on familiar and unfamiliar topics</li> <li>▶ Demonstrate an ability to convey own views and explain the reasons for them</li> </ul> | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate confidence in sustaining a structured, fluent and well-researched presentation that shows detailed exploration and knowledge of the subject</li> <li>▶ Demonstrate an ability to engage the audience and adapt to its needs and responses.</li> </ul>   | <b>Performance</b>   |

**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidate was audible, clear and fluent throughout.
  - ▶ The candidate used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity throughout.
  - ▶ There was a confident ability to organise, express and develop own ideas and provide persuasive reasons for them, demonstrating perceptiveness and active listening skills throughout.
  - ▶ The work presented was thoroughly researched showing detailed exploration and knowledge of the subject using a clear and logical structure throughout.
  - ▶ There was an assured ability to engage the audience and adapt to audience needs and responses throughout.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a comprehensive understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Merit**
- ▶ The work presented by the candidate was audible, clear and fluent most of the time.
  - ▶ The candidate used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity most of the time.
  - ▶ There was a confident ability to organise, express and develop own ideas and provide persuasive reasons for them, showing perceptiveness and active listening skills most of the time.
  - ▶ The work presented, demonstrated some in-depth research showing some detailed exploration and knowledge of the subject and using a clear and logical structure most of the time.
  - ▶ There was a confident ability to engage the audience and adapt to audience needs and responses most of the time.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a mature understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Pass**
- ▶ The work presented by the candidate was audible, clear and fluent some of the time.
  - ▶ The candidate used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity some of the time.
  - ▶ The work presented, demonstrated some in-depth research showing clear exploration and knowledge of the subject and using a clear and logical structure some of the time.
  - ▶ There was a confident ability to engage the audience and adapt to audience needs and responses some of the time.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a secure understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Below Pass**
- ▶ The work presented by the candidate was inconsistent, hesitant and lacked audibility, clarity and fluency, showing limited evidence of preparation.
  - ▶ There was little or no ability to use varied vocal skills integrated with verbal and non-verbal communication skills.
  - ▶ There was a limited ability to structure a well-researched presentation and/or develop own ideas and explain the reasons for them.
  - ▶ There was limited engagement with the audience and/or lack of confidence in delivering the work.
  - ▶ There was limited understanding of the material and the communication skills required to interact in conversation, or ability to demonstrate listening skills, perceptiveness or to be able to respond to questions about the tasks.

# GRADE 8

## EXAM DURATION

25 minutes

| EXAM REQUIREMENTS  | SKILLS  | NOTES  | MARKS |
|--|---|--|-------|
| <p><b>Task 1: Presentation</b></p> <p>The candidate delivers a presentation exploring how a product or topic is communicated to its target audience through the media or advertising. The presentation should include analysis of the ideas conveyed and explain the effectiveness and impact of the communication methods and tools used.</p> <p>The presentation should be delivered to an imagined, defined audience of at least 20 people.</p> <p>Before they begin, the candidate should specify the intended audience, the audience size, and the venue where the presentation is taking place.</p> <p><i>(maximum time: 8 minutes)</i></p> <p>The examiner engages the candidate in a discussion to further explore their analysis.</p> <p><i>(maximum time: 3 minutes)</i></p> | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The candidate should stand (if they are able to) for this task.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General.</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks.</b></li> </ul> | 50    |
| <p><b>Task 2: Key Skills – Public address</b></p> <p>The candidate delivers a two-minute public address based on a scenario they have chosen from the syllabus companion at <a href="http://trinitycollege.com/cs-syllabus-companion">trinitycollege.com/cs-syllabus-companion</a></p> <p>Then the examiner will request an adjustment to the address, giving the candidate two minutes to prepare before presenting again. The revised address must stay within the two-minute limit.</p> <p><i>(maximum time: 6 minutes)</i></p>   | Communication, Analysis, Performance              | <ul style="list-style-type: none"> <li>▶ The candidate should stand (if they are able to) for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks.</b></li> </ul>   | 20    |
| <p><b>Task 3: Key Skills – Differing perspectives</b></p> <p>The candidate presents an overview of an issue of their own choice from current affairs, social media or politics to discuss, and explains TWO differing perspectives to the examiner.</p> <p><i>(maximum time: 4 minutes)</i></p> <p>The examiner asks questions exploring the issues involved.</p> <p><i>(maximum time: 2 minutes)</i></p>  | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The candidate can sit or stand for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks.</b></li> </ul>   | 30    |

**ASSESSMENT CRITERIA****During the exam, the candidate will:**

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|  |                      |
|--|----------------------|
| ▶ Present with authority using a diverse range of vocal skills integrated with body language and eye contact with clarity, authority, expression and creativity                                  | <b>Communication</b> |
| ▶ Demonstrate an ability to engage actively in conversation with authority, integrating effective listening skills, perceptiveness and ability to discuss own ideas and explain reasons for them | <b>Interaction</b>   |
| ▶ Demonstrate an ability to analyse a range of communication techniques and challenges   | <b>Analysis</b>      |
| ▶ Demonstrate an ability to communicate own ideas and different perspectives on complex and unfamiliar topics coherently   |                      |
| ▶ Demonstrate confidence in sustaining a structured, fluent and thoroughly researched presentation that shows detailed exploration and authoritative knowledge of the subject                    | <b>Performance</b>   |
| ▶ Demonstrate an ability to adapt to audience needs and responses.   |                      |

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**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidate was audible, clear and fluent throughout.
  - ▶ The candidate used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity throughout.
  - ▶ There was a highly confident ability to organise, express and develop own ideas and provide persuasive reasons for them, demonstrating perceptiveness and active listening skills throughout.
  - ▶ The work presented was thoroughly researched, showing detailed exploration and an authoritative knowledge of the subject. It was structured clearly and logically, demonstrating the ability to expand on points with ownership and communicate different perspectives.
  - ▶ There was a confident and assured ability to engage the audience and adapt to audience needs and responses throughout.
  - ▶ There was a confident and assured ability to engage actively in conversation, demonstrating a comprehensive and insightful understanding of the material, listening skills, perceptiveness and ability to analyse and discuss ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Merit**
- ▶ The work presented by the candidate was audible, clear and fluent most of the time.
  - ▶ The candidate used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity most of the time.
  - ▶ There was a confident ability to organise, express and develop own ideas and provide persuasive reasons for them, showing perceptiveness and active listening skills most of the time.
  - ▶ The work presented was thoroughly researched, showing some detailed exploration and authoritative knowledge of the subject. It was structured clearly and logically, demonstrating an ability to expand on points with some ownership and communicate some different perspectives.
  - ▶ There was a confident and assured ability to engage the audience and adapt to audience needs and responses most of the time.
  - ▶ There was a confident and assured ability to engage actively in conversation, demonstrating some in-depth and insightful understanding of the material, listening skills, perceptiveness and ability to analyse and discuss ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Pass**
- ▶ The work presented by the candidate was audible, clear and fluent some of the time.
  - ▶ The candidate used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity some of the time.
  - ▶ There was a confident ability to organise, express and develop own ideas and provide persuasive reasons for them, demonstrating perceptiveness and active listening skills some of the time.
  - ▶ The work presented was well-researched, showing some detailed exploration and authoritative knowledge of the subject. It had a mostly clear and logical structure, demonstrating an ability to expand on points and communicate some different perspectives.
  - ▶ There was a confident and assured ability to engage the audience and adapt to audience needs and responses some of the time.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating some insightful understanding of the material, listening skills, perceptiveness and ability to analyse and discuss ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Below Pass**
- ▶ The work presented by the candidate was inconsistent, hesitant and lacked audibility, clarity and fluency, showing limited evidence of preparation.
  - ▶ There was little or no ability to sustain varied vocal skills integrated with verbal and non-verbal communication skills.
  - ▶ There was limited ability to structure and thoroughly research a presentation and/or communicate a range of perspectives and explain the reasons for them.
  - ▶ There was limited engagement with the audience and/or lack of confidence and authority in delivering the work.
  - ▶ There was limited knowledge and understanding of the material and the communication skills required to interact in conversation, or ability to demonstrate listening skills, perceptiveness or be able to respond to questions about the tasks.

# Communication Skills (Group)

The Communications Skills (Group) exams are designed for candidates who want to develop and refine a range of transferable communication skills while working collaboratively. Through working together to create and deliver talks and presentations, interacting with each other and with the examiner in tasks focused on persuasion and negotiation, candidates develop valuable teamwork and communication skills that can have a positive impact on their education and within the workplace.

**Groups must consist of three or four candidates.**

The Communication Skills (Group) Initial to Grade 8 exams are taken as in-person exams at a registered centre. For details on how to enter for the exams, go to [trinitycollege.com/drama-entry](http://trinitycollege.com/drama-entry)

## INITIAL

### EXAM DURATION

8 minutes

| EXAM REQUIREMENTS  | SKILLS  | NOTES   | MARKS |
|--|---|---|-------|
| <p><b>Task 1: Talk</b></p> <p>The candidates talk about two objects or pictures they bring to the exam room.<br/>(<i>maximum time: 4 minutes</i>)</p> <p>The examiner asks each member of the group a question about the objects in turn.<br/>(<i>maximum time: 2 minutes</i>)</p> | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The group should sit for this task.</li> <li>▶ All members of the group should talk about both objects.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General</b></li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks.</b></li> </ul> | 100   |

### ASSESSMENT CRITERIA

**During the exam, the candidates will:**

|  |                      |
|--|----------------------|
| ▶ Present using basic vocal skills meaningfully and clearly                                    | <b>Communication</b> |
| ▶ Demonstrate an ability to participate and share in a simple conversation on a familiar topic | <b>Interaction</b>   |
| ▶ Demonstrate an ability to share and express simple ideas                                     | <b>Analysis</b>      |
| ▶ Demonstrate basic competence in conveying simple information to an audience                  | <b>Performance</b>   |



**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidates was audible and clear all of the time.
  - ▶ The candidates used basic vocal skills with meaning.
  - ▶ There was some secure communication between the candidates.
  - ▶ The talks were delivered with competence, expressing simple ideas with some awareness of audience.
  - ▶ There was good interaction in conversation and a clear understanding of the material.
- 
- Merit**
- ▶ The work presented by the candidates was audible and clear most of the time.
  - ▶ The candidates used basic vocal skills with some meaning.
  - ▶ There was some secure communication between the candidates.
  - ▶ The talks were delivered with some competence, expressing simple ideas with a basic awareness of audience.
  - ▶ There was some good interaction in conversation and a basic understanding of the material.
- 
- Pass**
- ▶ The work presented by the candidates was audible and clear some of the time.
  - ▶ The candidates used some basic vocal skills with some meaning.
  - ▶ There were moments of communication between the candidates.
  - ▶ The talks were delivered with basic competence, expressing simple ideas with a basic awareness of audience.
  - ▶ There was some interaction in conversation and some basic understanding of the material.
- 
- Below Pass**
- ▶ The work presented by the candidates was hesitant and lacked audibility and/or clarity.
  - ▶ There was limited communication between the candidates.
  - ▶ There was little or no awareness of audience.
  - ▶ There was little or no understanding of the material and/or ability to interact in conversation.

# GRADE 1

## EXAM DURATION

10 minutes

| EXAM REQUIREMENTS  | SKILLS  | NOTES  | MARKS |
|--|---|--|-------|
| <p><b>Task 1: Talk</b></p> <p>The candidates give a talk about one of the following topics:</p> <ul style="list-style-type: none"> <li>▶ A remarkable person</li> <li>▶ A favourite activity</li> <li>▶ A school outing</li> </ul> <p>(maximum time: 3 minutes)</p> <p>The examiner asks a few questions about the topic.</p> <p>(maximum time: 2 minutes)</p> | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The group should stand (if they are able to) for this task.</li> <li>▶ The group jointly presents on one topic.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 60    |
| <p><b>Task 2: Conversation</b></p> <p>The examiner engages the group in a conversation on one of the following topics:</p> <ul style="list-style-type: none"> <li>▶ A memorable holiday/excursion</li> <li>▶ A favourite food</li> <li>▶ A favourite film/song</li> </ul> <p>(maximum time: 3 minutes)</p>   | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The group should sit for this task.</li> <li>▶ All group members are required to make an approximately equal contribution.</li> </ul>   | 40    |

## ASSESSMENT CRITERIA

**During the exam, the candidates will:**

|  |                      |
|--|----------------------|
| ▶ Present using vocal skills meaningfully and clearly  | <b>Communication</b> |
| ▶ Demonstrate an ability to participate and share in conversation on a range of familiar topics by listening and showing understanding | <b>Interaction</b>   |
| ▶ Demonstrate an ability to express own and shared ideas   | <b>Analysis</b>      |
| ▶ Demonstrate confidence in conveying simple, descriptive information in a systematic order.   | <b>Performance</b>   |
| ▶ Demonstrate an awareness of audience and of each other   |                      |

**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidates was audible and clear throughout.
  - ▶ The candidates used vocal skills with meaning, expressing their own ideas in an organised way.
  - ▶ There was secure communication between the candidates.
  - ▶ The talks were delivered confidently throughout, with a consistent awareness of audience.
  - ▶ There was some confident interaction in conversation and a good understanding of the material.
- 
- Merit**
- ▶ The work presented by the candidates was audible and clear most of the time.
  - ▶ The candidates used some vocal skills with meaning, expressing their own ideas in an organised way most of the time.
  - ▶ There was some secure communication between the candidates.
  - ▶ The talks were delivered confidently most of the time, with an awareness of audience.
  - ▶ There was good interaction in conversation and a clear understanding of the material.
- 
- Pass**
- ▶ The work presented by the candidates was audible and clear some of the time.
  - ▶ The candidates used some vocal skills with some meaning, expressing some of their own ideas in an organised way some of the time.
  - ▶ There were moments of communication between the candidates.
  - ▶ The talks were delivered confidently some of the time, with an awareness of audience.
  - ▶ There was some interaction in conversation and a basic understanding of the material.
- 
- Below Pass**
- ▶ The work presented by the candidates was hesitant and lacked audibility and/or clarity, and there was little evidence of preparation.
  - ▶ There was little or no communication between the candidates.
  - ▶ There was little or no awareness of audience.
  - ▶ There was a limited understanding of the material and/or ability to interact in conversation.

## GRADE 2

### EXAM DURATION

12 minutes

| EXAM REQUIREMENTS   | SKILLS  | NOTES  | MARKS |
|---|---|--|-------|
| <p><b>Task 1: Talk</b></p> <p>The candidates give a talk about one of the following topics:</p> <ul style="list-style-type: none"> <li>▶ 'Why we love this book'</li> <li>▶ 'Why we love this film'</li> <li>▶ 'Why we love this TV programme'</li> <li>▶ 'Why we love this play'</li> </ul> <p>(maximum time: 4 minutes)</p> <p>The examiner engages the candidates in a conversation to gather further information on the topic.</p> <p>(maximum time: 2 minutes)</p> | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The group should stand (if they are able to) for this task.</li> <li>▶ The group jointly presents on one topic.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 60    |
| <p><b>Task 2: Conversation</b></p> <p>The examiner initiates a group conversation on one of the following topics:</p> <ul style="list-style-type: none"> <li>▶ Most enjoyable lessons at school</li> <li>▶ Places the candidates like to visit</li> <li>▶ Sports that the candidates take part in or enjoy</li> </ul> <p>(maximum time: 4 minutes)</p>  | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The group should sit for this task.</li> <li>▶ All group members are required to make an approximately equal contribution.</li> </ul>   | 40    |

### ASSESSMENT CRITERIA

During the exam, the candidates will:

|  |                      |
|--|----------------------|
| ▶ Present using vocal skills meaningfully, clearly and with expression   | <b>Communication</b> |
| ▶ Demonstrate an ability to participate in a conversation and respond to a range of questions with confidence by listening and showing understanding | <b>Interaction</b>   |
| ▶ Demonstrate an ability to organise, express and develop own and shared ideas   | <b>Analysis</b>      |
| ▶ Demonstrate confidence in conveying a simple narrative with an awareness of audience and of each other   | <b>Performance</b>   |

**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidates was audible and clear throughout.
  - ▶ The candidates used vocal skills with expression and meaning. An ability to organise, express and develop their own ideas was shown throughout.
  - ▶ There was efficient communication between the candidates.
  - ▶ The talks were delivered confidently throughout with a consistent awareness of the audience.
  - ▶ There was confident interaction in conversation and a good understanding of the material.
- 

- Merit**
- ▶ The work presented by the candidates was audible and clear most of the time.
  - ▶ The candidates used vocal skills with expression and meaning. An ability to organise, express and develop their own ideas was shown most of the time.
  - ▶ There was some efficient communication between the candidates.
  - ▶ The talks were delivered confidently most of the time, with an awareness of the audience.
  - ▶ There was some confident interaction in conversation and a good understanding of the material.
- 

- Pass**
- ▶ The work presented by the candidates was audible and clear some of the time.
  - ▶ The candidates used vocal skills with some expression and meaning. There was some ability to organise and express their own ideas.
  - ▶ There were moments of efficient communication between the candidates.
  - ▶ The talks were delivered confidently some of the time, with an awareness of the audience.
  - ▶ There was some confident interaction in conversation and a clear understanding of the material.
- 

- Below Pass**
- ▶ The work presented by the candidates was hesitant and lacked audibility and/or clarity, and there was little evidence of preparation.
  - ▶ There was a limited ability to organise and express their own ideas.
  - ▶ There was little or no communication between the candidates.
  - ▶ There was limited awareness of audience.
  - ▶ There was a limited understanding of the material and the skills required and/or ability to interact in conversation.

## GRADE 3

### EXAM DURATION

14 minutes

| EXAM REQUIREMENTS   | SKILLS  | NOTES  | MARKS |
|---|---|--|-------|
| <p><b>Task 1: Talk</b></p> <p>The candidates give a talk about one of the following topics:</p> <ul style="list-style-type: none"> <li>▶ 'Why we are concerned about ...'</li> <li>▶ 'What we would like to see more of/ less of in the world'</li> <li>▶ 'Why we think ... should be banned'</li> </ul> <p>(maximum time: 5 minutes)</p> <p>The examiner engages the candidates in a conversation to gather further information on the topic.</p> <p>(maximum time: 2 minutes)</p> | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The group should stand (if they are able to) for this task.</li> <li>▶ The group jointly presents on one topic.</li> <li>▶ Simple visual/audio aids may be used to illustrate the talk, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 60    |
| <p><b>Task 2: Conversation</b></p> <p>The examiner initiates a group conversation on one of the following topics:</p> <ul style="list-style-type: none"> <li>▶ People who inspire the candidates</li> <li>▶ The candidates' leisure activities</li> <li>▶ The candidates' school day</li> </ul> <p>(maximum time: 5 minutes)</p>  | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The group should sit for this task.</li> <li>▶ All group members are required to make an approximately equal contribution.</li> </ul>   | 40    |

### ASSESSMENT CRITERIA

#### During the exam, the candidates will:

|   |                      |
|---|----------------------|
| ▶ Present using vocal skills meaningfully, clearly and with expression  | <b>Communication</b> |
| ▶ Demonstrate an ability to participate with confidence in a conversation and respond to some unprepared questions with understanding | <b>Interaction</b>   |
| ▶ Demonstrate an ability to organise, express and convey own and shared ideas and provide reasons for them                            | <b>Analysis</b>      |
| ▶ Demonstrate competence in sustaining a narrative in a logical order and with an awareness of audience and of each other             | <b>Performance</b>   |

**ATTAINMENT DESCRIPTORS**

---

- Distinction**
- ▶ The work presented by the candidates was audible and clear throughout.
  - ▶ The candidates used vocal skills with persuasion, meaning and expression. There was a good ability to express, organise and convey their own ideas and explain the reasons for them persuasively.
  - ▶ There was confident communication between the candidates.
  - ▶ The talks were delivered with confidence and ease throughout with a consistent awareness of audience.
  - ▶ There was confident interaction in conversation, a secure understanding of the material and some confidence when responding to unprepared points.
- 
- Merit**
- ▶ The work presented by the candidates was audible and clear most of the time.
  - ▶ The candidates used vocal skills with some persuasion, expression and meaning. There was a good ability to organise, express and convey their own ideas and provide reasons for them.
  - ▶ There was some confident communication between the candidates.
  - ▶ The talks were delivered with some confidence and ease most of the time, with some good awareness of audience.
  - ▶ There was some confident interaction in conversation, a good level of understanding of the material and some ability to respond to unprepared points.
- 
- Pass**
- ▶ The work presented by the candidates was audible and clear some of the time.
  - ▶ The candidates used vocal skills with some expression and meaning. There was an ability to organise, express and convey their own ideas and provide some reasons for them.
  - ▶ There were moments of confident communication between the candidates.
  - ▶ The talks were delivered competently and with ease some of the time, with an awareness of audience.
  - ▶ There was some confident interaction in conversation, some clear understanding of the material and a developing ability to respond to unprepared points.
- 
- Below Pass**
- ▶ The work presented by the candidates was hesitant and lacked audibility and/or clarity, and there was little evidence of preparation.
  - ▶ There was a limited ability to express, organise and convey their own ideas and explain the reasons for them.
  - ▶ There was little communication between the candidates.
  - ▶ There was limited awareness of audience, and/or lack of confidence in delivering the work.
  - ▶ There was limited understanding of the material and/or ability to interact in conversation.

## GRADE 4

### EXAM DURATION

16 minutes

| EXAM REQUIREMENTS   | SKILLS                                     | NOTES  | MARKS |
|---|--|--|-------|
| <p><b>Task 1: Presentation</b></p> <p>The candidates give a presentation to inspire participation in an activity to an imagined, defined audience.</p> <p>Before they begin, the group should specify the intended audience, the audience size and the venue where the presentation is taking place.</p> <p><i>(maximum time: 9 minutes)</i></p>  | Communication,<br>Analysis,<br>Performance | <ul style="list-style-type: none"> <li>▶ The group should stand (if they are able to) for this task.</li> <li>▶ The group jointly presents on one topic.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 60    |
| <p><b>Task 2: Reflective discussion</b></p> <p>The examiner engages the candidates in a discussion about the presentation.</p> <p>The discussion focuses on how the candidates prepared for the presentation and how vocal skills were used to communicate their ideas, including their use of pause, emphasis and variations in phrasing and pace.</p> <p><i>(maximum time: 5 minutes)</i></p> | Communication,<br>Interaction,<br>Analysis | <ul style="list-style-type: none"> <li>▶ The group should sit for this task.</li> </ul>  | 40    |

### ASSESSMENT CRITERIA

**During the exam, the candidates will:**

|  |                      |
|--|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present using varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and meaning</li> </ul>   | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to engage in discussion and respond to some unprepared questions with understanding</li> </ul>   | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to organise and communicate information</li> <li>▶ Demonstrate an ability to express own and shared ideas and explain the reasons for them</li> <li>▶ Demonstrate knowledge of basic communication skills, including the use of pause, emphasis, phrasing and pace.</li> </ul> | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate competence in sustaining a structured presentation that reflects own and shared ideas with a developing fluency</li> <li>▶ Demonstrate an ability to engage the audience and adapt to its needs and responses.</li> </ul>   | <b>Performance</b>   |



**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidates was audible, clear and showed a good level of fluency throughout.
  - ▶ The candidates used varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and meaning.
  - ▶ There was confident ability to organise, express and convey own ideas and provide persuasive reasons for them.
  - ▶ There was good communication and rapport between the candidates.
  - ▶ There was a confident ability to engage the audience, presenting work with a clear and logical structure and showing an ability to adapt to audience needs and responses throughout.
  - ▶ There was confident interaction in conversation, including responding to questions on unprepared points, demonstrating a secure understanding of the material and communication skills throughout.
- 
- Merit**
- ▶ The work presented by the candidates was audible, clear and showed a good level of fluency most of the time.
  - ▶ The candidates used some varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and meaning.
  - ▶ There was some confident ability to express, organise and convey own ideas and explain the reasons for them.
  - ▶ There was some good communication and rapport between the candidates.
  - ▶ There was an ability to engage the audience, presenting work with a clear and logical structure and showing an ability to adapt to audience needs and responses most of the time.
  - ▶ There was some confident interaction in conversation, including some ability to respond to questions on unprepared points, demonstrating a good understanding of the material and communication skills most of the time.
- 
- Pass**
- ▶ The work presented by the candidates was audible, clear and showed a developing fluency some of the time.
  - ▶ The candidates used some varied vocal skills integrated with verbal and non-verbal communication skills with some persuasion, expression and meaning.
  - ▶ There was some ability to express, organise and convey own ideas and explain the reasons for them.
  - ▶ There were moments of good communication and rapport between the candidates.
  - ▶ There was a competent ability to engage the audience, presenting work with a clear and logical structure and showing an ability to adapt to audience needs and responses some of the time.
  - ▶ There was some confident interaction in conversation, including a developing ability to respond to questions on unprepared points, demonstrating a clear understanding of the material and communication skills some of the time.
- 
- Below Pass**
- ▶ The work presented by the candidates was hesitant and lacked audibility, clarity and fluency, showing little evidence of preparation.
  - ▶ There was little or no ability to use vocal skills integrated with verbal and non-verbal communication skills with persuasion, meaning and expression.
  - ▶ There was a limited ability to express, organise and convey own ideas and explain the reasons for them.
  - ▶ There was limited communication between the candidates.
  - ▶ There was limited engagement with audience and/or lack of confidence in delivering the work.
  - ▶ There was limited understanding of the material and the communication skills required to interact in conversation, or ability to respond to unprepared questions about the tasks.

## GRADE 5

### EXAM DURATION

18 minutes

| EXAM REQUIREMENTS   | SKILLS                               | NOTES  | MARKS |
|---|--------------------------------------|--|-------|
| <p><b>Task 1: Presentation</b></p> <p>The candidates give a presentation in support of a particular cause or charity to an imagined, defined audience. Before they begin, the group should specify the intended audience, the audience size and the venue where the presentation is taking place. (<i>maximum time: 10 minutes</i>)</p>   | Communication, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The group should stand (if they are able to) for this task.</li> <li>▶ The group jointly presents in support of one cause or charity.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 60    |
| <p><b>Task 2: Reflective discussion</b></p> <p>The examiner engages the candidates in a discussion about the preparation and delivery of the presentation. The discussion focuses on how the candidates prepared for the task and how vocal and physical skills were used to communicate their ideas, including their use of pause, emphasis, variations in phrasing and pace, and their use of space. (<i>maximum time: 6 minutes</i>)</p> | Communication, Interaction, Analysis | <ul style="list-style-type: none"> <li>▶ The group should sit for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul>   | 40    |

### ASSESSMENT CRITERIA

#### During the exam, the candidates will:

|  |                      |
|--|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present using varied vocal skills integrated with verbal and non-verbal communication skills with clarity, meaning, expression and creativity</li> </ul>  | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to engage in discussion and respond to unprepared questions with understanding</li> </ul>  | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to organise and communicate information</li> <li>▶ Demonstrate an ability to convey own and shared ideas and explain the reasons for them</li> <li>▶ Demonstrate knowledge of communication skills, including the use of pause, emphasis, phrasing, pace and the use of space</li> </ul> | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate some confidence in sustaining a structured and well-researched presentation that reflects own and shared ideas with a developing fluency</li> <li>▶ Demonstrate an ability to engage the audience and adapt to its needs and responses.</li> </ul>  | <b>Performance</b>   |

**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidates was audible, clear and fluent throughout.
  - ▶ The candidates used varied vocal skills integrated with verbal and non-verbal communication skills with meaning, expression and creativity.
  - ▶ There was confident ability to organise, express, and convey own ideas and provide persuasive reasons for them.
  - ▶ There was convincing communication and rapport between the candidates.
  - ▶ There was a confident ability to engage the audience, sustaining the presentations using a clear and logical structure and showing an ability to adapt to audience needs and responses throughout.
  - ▶ There was confident interaction in conversation, including discussing and responding to questions on unprepared points, demonstrating a mature understanding of the material and communication skills throughout.
- 
- Merit**
- ▶ The work presented by the candidates was audible, clear and showed a developing fluency most of the time.
  - ▶ The candidates used varied vocal skills integrated with verbal and non-verbal communication skills with meaning, expression and creativity.
  - ▶ There was confident ability to organise, express and convey own ideas and provide some persuasive reasons for them.
  - ▶ There was some convincing communication and rapport between the candidates.
  - ▶ There was a confident ability to engage the audience, sustaining the presentations using a clear and logical structure and showing an ability to adapt to audience needs and responses most of the time.
  - ▶ There was confident interaction in conversation, including discussing and responding to questions on unprepared points, demonstrating a secure understanding of the material and communication skills most of the time.
- 
- Pass**
- ▶ The work presented by the candidates was audible, clear and showed a developing fluency some of the time.
  - ▶ The candidates used some varied vocal skills integrated with verbal and non-verbal communication skills with meaning, expression and creativity.
  - ▶ There was some confident ability to organise, express and convey own ideas and explain the reasons for them.
  - ▶ There were moments of convincing communication and rapport between the candidates.
  - ▶ There was some confident ability to engage the audience, sustaining the presentations using a clear and logical structure and showing an ability to adapt to audience needs and responses some of the time.
  - ▶ There was some confident interaction in conversation, including discussing and responding to questions on unprepared points, demonstrating a clear understanding of the material and communication skills some of the time.
- 
- Below Pass**
- ▶ The work presented by the candidates was hesitant and lacked clarity and fluency, showing little evidence of preparation.
  - ▶ There was little or no ability to use varied vocal skills integrated with verbal and non-verbal communication skills with meaning, expression and creativity.
  - ▶ There was limited communication between the candidates.
  - ▶ There was a limited ability to structure a presentation, express and convey own ideas and explain the reasons for them.
  - ▶ There was limited engagement with audience and/or lack of confidence in delivering the work.
  - ▶ There was limited understanding of the material and the communication skills required to interact in conversation, or ability to respond to unprepared questions about the tasks.

## GRADE 6

### EXAM DURATION

20 minutes

| EXAM REQUIREMENTS   | SKILLS  | NOTES  | MARKS |
|---|---|--|-------|
| <p><b>Task 1: Presentation</b></p> <p>The candidates give a presentation on an idea for a business enterprise, social event or creative endeavour to an imagined, defined audience of at least 20 people.</p> <p>Before they begin, the group should specify the intended audience, the audience size, and the venue where the presentation is taking place.<br/>(maximum time: 8 minutes)</p> <p>The examiner engages the group in a discussion that explores the purpose and planning of the topic presented and its possible impact.<br/>(maximum time: 3 minutes)</p>   | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The group should stand (if they are able to) for this task.</li> <li>▶ The group jointly presents on one topic.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 60    |
| <p><b>Task 2: Key Skills – Advertisement analysis</b></p> <p>The candidates discuss with the examiner the content and delivery of an advertisement. The text will be chosen by the examiner from a selection provided in the syllabus companion at <a href="http://trinitycollege.com/cs-syllabus-companion">trinitycollege.com/cs-syllabus-companion</a></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.<br/>(maximum time: 7 minutes)</p> | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The group should sit for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul>   | 40    |

### ASSESSMENT CRITERIA

#### During the exam, the candidates will:

|   |                      |
|---|----------------------|
| ▶ Present using varied vocal skills integrated with verbal and non-verbal communication skills with clarity, expression, persuasion and creativity                  | <b>Communication</b> |
| ▶ Demonstrate an ability to engage actively in conversation, showing listening skills, perceptiveness and ability to discuss own ideas and explain reasons for them | <b>Interaction</b>   |
| ▶ Demonstrate an ability to analyse the content and delivery of a text informed by a secure understanding of communication skills                                   |                      |
| ▶ Demonstrate an ability to organise, assimilate and communicate information on unfamiliar topics   | <b>Analysis</b>      |
| ▶ Demonstrate an ability to develop own and shared ideas and explain the reasons for them   |                      |
| ▶ Demonstrate confidence in sustaining a structured, well-researched and fluent presentation that shows detailed exploration of the subject                         | <b>Performance</b>   |
| ▶ Demonstrate an ability to engage the audience and adapt to its needs and responses  |                      |

**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidates was audible, clear and fluent throughout.
  - ▶ The candidates used varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and creativity throughout.
  - ▶ There was skilful and seemingly natural communication between the candidates.
  - ▶ There was a confident ability to organise, express and develop own ideas and provide persuasive reasons for them, showing perceptiveness and active listening skills throughout.
  - ▶ The work presented was thoroughly researched, using a clear and logical structure and showing a confident ability to engage the audience and adapt to its needs and responses throughout.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a mature understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Merit**
- ▶ The work presented by the candidates was audible, clear and fluent most of the time.
  - ▶ The candidates used varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and creativity most of the time.
  - ▶ There was some skilful and natural communication between the candidates.
  - ▶ There was a confident ability to express and develop own ideas and provide some persuasive reasons for them, showing perceptiveness and active listening skills most of the time.
  - ▶ The work presented was well researched, using a clear and logical structure and demonstrating a confident ability to engage the audience and adapt to audience needs and responses most of the time.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a secure understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Pass**
- ▶ The work presented by the candidates was audible, clear and fluent some of the time.
  - ▶ The candidates used varied vocal skills integrated with verbal and non-verbal communication skills with persuasion, expression and creativity some of the time.
  - ▶ There were moments of skilful communication between the candidates.
  - ▶ The work presented was mostly well researched using a clear and logical structure and demonstrating a confident ability to engage the audience and adapt to its needs and responses some of the time.
  - ▶ There was some confident ability to engage actively in conversation, demonstrating understanding of the material, listening skills, perceptiveness and some ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Below Pass**
- ▶ The work presented by the candidate was inconsistent, hesitant and lacked audibility, clarity and fluency, showing little evidence of preparation.
  - ▶ There was little or no ability to use varied vocal skills integrated with verbal and non-verbal communication skills.
  - ▶ There was a limited rapport between the candidates.
  - ▶ There was a limited ability to structure and research a presentation, develop own ideas and explain the reasons for them.
  - ▶ There was limited awareness of the audience and/or lack of confidence in delivering the work.
  - ▶ There was limited understanding of the material and the communication skills required to interact in conversation, or ability to demonstrate listening skills, perceptiveness or to be able to respond to unprepared questions about the tasks.

## GRADE 7

### EXAM DURATION

23 minutes

| EXAM REQUIREMENTS  | SKILLS  | NOTES  | MARKS |
|--|---|--|-------|
| <p><b>Task 1: Presentation</b></p> <p>The candidates give a presentation on an issue (eg political, social, economic, health and wellbeing, technology, cultural, community) to an imagined, defined audience of at least 20 people. Before they begin, the group should specify the intended audience, the audience size, and the venue where the presentation is taking place.<br/>(maximum time: 9 minutes)</p> <p>The examiner engages the group in a discussion including exploring alternative points of view.<br/>(maximum time: 4 minutes)</p> | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The group should stand (if they are able to) for this task.</li> <li>▶ The group jointly presents on one topic.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul> | 60    |
| <p><b>Task 2: Key Skills – Analysis of a speech</b></p> <p>The candidates introduce and analyse a speech given by a real-life public figure, covering its purpose, structure, meaning, and possible styles and tools for delivery.<br/>(maximum time: 5 minutes)</p> <p>The examiner will ask questions to further explore the candidates' analysis.<br/>(maximum time: 3 minutes)</p>   | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The group should sit for this task.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul>   | 40    |

### ASSESSMENT CRITERIA

#### During the exam, the candidates will:

|   |                      |
|---|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present using sustained and varied vocal skills integrated with verbal and non-verbal communication skills with clarity, authority, expression and creativity</li> </ul>   | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to engage actively in conversation, showing effective listening skills, perceptiveness and ability to discuss own and shared ideas and explain reasons for them</li> </ul>  | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to analyse the content and delivery of a text informed by a secure understanding of communication skills</li> <li>▶ Demonstrate an ability to organise, assimilate and communicate information on familiar and unfamiliar topics</li> <li>▶ Demonstrate an ability to convey own and shared views and explain the reasons for them</li> </ul> | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate confidence in sustaining a structured, fluent and well-researched presentation that shows detailed exploration and knowledge of the subject</li> <li>▶ Demonstrate an ability to engage the audience and adapt to its needs and responses</li> </ul>   | <b>Performance</b>   |

**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidates was audible, clear and fluent throughout.
  - ▶ The candidates used a range of sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity throughout.
  - ▶ There was a skilful and seemingly natural communication between the candidates.
  - ▶ There was a confident ability to organise, express and develop own ideas and provide persuasive reasons for them, demonstrating perceptiveness and active listening skills throughout.
  - ▶ The work presented was thoroughly researched showing detailed exploration and knowledge of the subject using a clear and logical structure.
  - ▶ There was an assured ability to engage the audience and adapt to audience needs and responses throughout.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a comprehensive understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 

- Merit**
- ▶ The work presented by the candidates was audible, clear and fluent most of the time.
  - ▶ The candidates used a range of sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity most of the time.
  - ▶ There was some skilful and natural communication between the candidates.
  - ▶ The work presented demonstrated some in-depth research showing some detailed exploration and knowledge of the subject and using a clear and logical structure most of the time.
  - ▶ There was a confident ability to engage the audience and adapt to audience needs and responses most of the time.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a mature understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 

- Pass**
- ▶ The work presented by the candidates was audible, clear and fluent some of the time.
  - ▶ The candidates used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity some of the time.
  - ▶ There were moments of skilful communication between the candidates.
  - ▶ The work presented demonstrated some in-depth research showing clear exploration and knowledge of the subject and using a clear and logical structure some of the time.
  - ▶ There was a confident ability to engage the audience and adapt to audience needs and responses some of the time.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating a secure understanding of the material, listening skills, perceptiveness and ability to discuss own ideas on familiar and unfamiliar topics and explain reasons for them.
- 

- Below Pass**
- ▶ The work presented by the candidates was inconsistent, hesitant and lacked audibility, clarity and fluency, showing limited evidence of preparation.
  - ▶ There was little or no ability to use varied vocal skills integrated with verbal and non-verbal communication skills.
  - ▶ There was a limited rapport between the candidates.
  - ▶ There was a limited ability to structure a well-researched presentation and/or develop own ideas and explain the reasons for them.
  - ▶ There was limited engagement with the audience and/or lack of confidence in delivering the work.
  - ▶ There was limited understanding of the material and the communication skills required to interact in conversation, or ability to demonstrate listening skills, perceptiveness or to be able to respond to questions about the tasks.

# GRADE 8

## EXAM DURATION

25 minutes

| EXAM REQUIREMENTS   | SKILLS  | NOTES  | MARKS |
|---|---|--|-------|
| <p><b>Task 1: Presentation</b></p> <p>The candidates deliver a presentation exploring how a product or topic is communicated to its target audience through the media or advertising. The presentation should include analysis of the ideas conveyed and explain the effectiveness and impact of the communication methods and tools used.</p> <p>The presentation should be delivered to an imagined, defined audience of at least 20 people.</p> <p>Before they begin, the group should specify the intended audience, the audience size, and the venue where the presentation is taking place.<br/>(<i>maximum time: 10 minutes</i>)</p> <p>The examiner engages the group in a discussion to further explore their analysis.<br/>(<i>maximum time: 4 minutes</i>)</p> | Communication, Interaction, Analysis, Performance | <ul style="list-style-type: none"> <li>▶ The group should stand (if they are able to) for this task.</li> <li>▶ The group jointly presents on one topic.</li> <li>▶ Visual/audio aids including PowerPoint may be used to illustrate the presentation, see <b>Section 8: Exam guidance: General</b>.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 9: Exam guidance: Talk and presentation tasks</b>.</li> </ul>         | 60    |
| <p><b>Task 2: Key Skills – Differing perspectives</b></p> <p>The candidates present an overview of an issue of their own choice from current affairs, social media or politics to discuss, and explain TWO differing perspectives to the examiner.<br/>(<i>maximum time: 6 minutes</i>)</p> <p>The examiner asks questions exploring the issues involved.<br/>(<i>maximum time: 3 minutes</i>)</p>  | Communication, Interaction, Analysis              | <ul style="list-style-type: none"> <li>▶ The group can sit or stand for this task.</li> <li>▶ The group can choose how they present this: either all members presenting both arguments or dividing the arguments between them, eg two members delivering one argument and two members delivering an opposing argument.</li> <li>▶ For full details on how to prepare for this task, see <b>Section 10: Exam guidance: Key skills tasks</b>.</li> </ul> | 40    |

## ASSESSMENT CRITERIA

### During the exam, the candidates will:

|  |                      |
|--|----------------------|
| <ul style="list-style-type: none"> <li>▶ Present with authority using a diverse range of vocal skills, integrated with verbal and non-verbal communication skills with clarity, authority, expression and creativity</li> </ul>  | <b>Communication</b> |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to engage actively in conversation with authority, integrating effective listening skills, perceptiveness and ability to discuss own and shared ideas and explain reasons for them</li> </ul>  | <b>Interaction</b>   |
| <ul style="list-style-type: none"> <li>▶ Demonstrate an ability to analyse a range of communication techniques and challenges</li> <li>▶ Demonstrate an ability to communicate own and shared ideas and different perspectives on complex and unfamiliar topics coherently</li> </ul>  | <b>Analysis</b>      |
| <ul style="list-style-type: none"> <li>▶ Demonstrate confidence in sustaining a structured, fluent and thoroughly researched presentation that shows detailed exploration and authoritative knowledge of the subject</li> <li>▶ Demonstrate an ability to work together and adapt to audience needs and responses</li> </ul> | <b>Performance</b>   |



**ATTAINMENT DESCRIPTORS**

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- Distinction**
- ▶ The work presented by the candidates was audible, clear and fluent throughout.
  - ▶ The candidates used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity throughout.
  - ▶ There was an excellent rapport and seemingly natural communication between the candidates.
  - ▶ There was a highly confident ability to organise, express and develop own ideas and provide persuasive reasons for them, demonstrating perceptiveness and active listening skills throughout.
  - ▶ The work presented was thoroughly researched, showing detailed exploration and an authoritative knowledge of the subject. It was structured clearly and logically, demonstrating the ability to expand on points with ownership and communicate different perspectives.
  - ▶ There was a confident and assured ability to engage the audience and adapt to audience needs and responses throughout.
  - ▶ There was a confident and assured ability to engage actively in conversation, demonstrating a comprehensive and insightful understanding of the material, listening skills, perceptiveness and ability to analyse and discuss ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Merit**
- ▶ The work presented by the candidates was audible, clear and fluent most of the time.
  - ▶ The candidates used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity most of the time.
  - ▶ There was some excellent rapport and seemingly natural communication between the candidates.
  - ▶ There was a confident ability to organise, express and develop own ideas and provide persuasive reasons for them, demonstrating perceptiveness and active listening skills most of the time.
  - ▶ The work presented was thoroughly researched, showing some detailed exploration and authoritative knowledge of the subject. It was structured clearly and logically, demonstrating an ability to expand on points with some ownership and communicate some different perspectives.
  - ▶ There was a confident and assured ability to engage the audience and adapt to audience needs and responses most of the time.
  - ▶ There was a confident and assured ability to engage actively in conversation, demonstrating some in-depth and insightful understanding of the material, listening skills, perceptiveness and ability to analyse and discuss ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Pass**
- ▶ The work presented by the candidates was audible, clear and fluent some of the time.
  - ▶ The candidates used sustained and varied vocal skills integrated with verbal and non-verbal communication skills with authority, expression and creativity some of the time.
  - ▶ There were moments of excellent rapport and natural communication between the candidates.
  - ▶ There was a confident ability to organise, express and develop own ideas and provide persuasive reasons for them, demonstrating perceptiveness and active listening skills some of the time.
  - ▶ The work presented was well-researched, showing some detailed exploration and authoritative knowledge of the subject. It had a mostly clear and logical structure, demonstrating an ability to expand on points and communicate some different perspectives.
  - ▶ There was a confident and assured ability to engage the audience and adapt to audience needs and responses some of the time.
  - ▶ There was a confident ability to engage actively in conversation, demonstrating some insightful understanding of the material, listening skills, perceptiveness and ability to analyse and discuss ideas on familiar and unfamiliar topics and explain reasons for them.
- 
- Below Pass**
- ▶ The work presented by the candidates was inconsistent, hesitant and lacked audibility, clarity and fluency, showing limited evidence of preparation.
  - ▶ There was little or no ability to sustain varied vocal skills integrated with verbal and non-verbal communication skills.
  - ▶ There was an ineffective rapport between the candidates.
  - ▶ There was limited ability to structure and thoroughly research a presentation and/or communicate a range of perspectives and explain the reasons for them.
  - ▶ There was limited engagement with the audience and/or lack of confidence and authority in delivering the work.
  - ▶ There was limited knowledge and understanding of the material and the communication skills required to interact in conversation or ability to demonstrate listening skills, perceptiveness or to be able to respond to questions about the tasks.

# Exam guidance

## EXAM GUIDANCE: GENERAL

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; 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 (if able to do so) 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.

### Selecting material

In alignment with Trinity's policies on safeguarding, and equality, diversity and inclusion, candidates must not use material in their exam tasks that supports discrimination or extremism, or could be perceived as an example of hate speech.

### Visual and audio aids

Where candidates choose to use visual and/or audio aids they should support rather than hinder communication with the defined audience.

At Entry and Foundation levels (Initial-Grade 3), candidates can use simple visual/audio aids to illustrate their talks such as photographs, objects such as a book or musical instrument, or they can play sounds or music using an MP3 player or iPad. For exams via video conference, the candidate should ensure that photos or posters can be easily viewed by the examiner (complex designs and small text may be hard to read). These items can be shared digitally onscreen, but PowerPoint presentations for talks should not be used for these grades. The examiner assesses interaction and presentation rather than technological skills.

At Intermediate and Advanced levels (Grades 4-8), candidates can use PowerPoint (or similar) for their presentations, whiteboards or blackboards, 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.

Candidates using slides should be prepared to deliver the talk without them in the event of technology failure.

They should bring notes or printed slides in case this should happen and ensure any use of technology does not cause the exam to overrun. Candidates using mobile phones to play material must ensure notifications and calls are muted throughout the exam. For all exams via video conference, the candidate should notify the centre representative in advance of their exam that they wish to use digital visual aids in their exam. The representative may 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.

### 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.

## EXAM GUIDANCE: TALK AND PRESENTATION TASKS

### Conversation task

#### Initial-Grade 3: Individual, Task 1

The purpose of this task is to assess the candidate's interpersonal and conversational skills. The examiner will lead the candidate in a brief conversation on one or two of the listed topics for the grade. Candidates should be prepared for the examiner to ask one or two follow-on questions from those listed for the task.

### 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 with ownership and spontaneity. These skills are central to confident communication.

The style of delivery should be fluent and appropriate to the imagined setting rather than directed entirely to the examiner. These exams do not assess the skill of reading aloud or memorising lines: prompt cards or notes may be used, but the talk/presentation should not be written out in full, read verbatim or memorised and repeated. 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).

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 understanding of the subject matter of their talk or presentation. At higher grades the discussion may explore thoughts and processes around the purpose and planning of their presentation and/or alternate points of view, so candidates 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.

### Grade 8: Individual and Group, Task 1

The aims of this task are:

- ▶ To analyse the types of communication tools and methods used in an impactful advertisement or in a topic communicated through the media
- ▶ To be able to present their analysis and perspective to a large, imagined audience, considering their own communication skills and the needs of the audience and venue in their delivery of the presentation
- ▶ To be able to discuss with an examiner the communication techniques and skills they identified through their research and analysis of the product or topic.

Candidates can choose from a wide range of products or topics for this task. Examples of products might include an app, a brand of car or training shoes. Examples of topics could include political, social, health and wellbeing, or scientific issues.

When preparing their presentation, candidates must consider the context and size of audience and the type of venue they are giving the presentation in to ensure their communication skills convey the information effectively.

#### Addressing the imagined, defined audience

At Intermediate and Advanced levels (Grades 4-8), candidates are asked to address their presentation to an 'imagined, defined audience' rather than to the examiner alone. This enables the candidates to consider their target audience and tailor their presentations accordingly.

Candidates are also asked to consider the size of the audience and the type of venue they are presenting in. At Advanced levels (Grades 6-8), candidates' 'imagined, defined audience' is greater than 20 people.

Candidates should consider the impact of the intended audience, audience size, venue and delivery format (in person or via video conference) on their presentation, and the communication skills and techniques required.

The examiner will ask candidates to clearly state the intended audience, audience size and the venue before they begin their presentation.

### Example – Grade 4: Task 2 delivered in an in-person exam

The candidate intends to present information about volunteering at a local charity to recruit younger volunteers. The candidate plans their presentation and decides that they will deliver their presentation at school, in-person in a classroom setting to an audience of 30 students aged 15 and 16 years old. The candidate plans to use PowerPoint to show some photos of the types of volunteering activities and responsibilities young people can participate in at the charity.

In this example the candidate needs to consider the types of information to share about the charity and the volunteering opportunities available. As they are talking to a large group of young people, they should present the information in a style that will be interesting, engaging and persuasive for that audience. The verbal and non-verbal skills used throughout the presentation should be tailored to address a large group of people, eg vocal tone, volume and pace.

### Example – Grade 6: Task 1 delivered in a video conference exam

The candidate intends to give a presentation about a business enterprise aimed at promoting a new variety of eco-friendly deodorant. The candidate plans to present in a large conference hall to an in-person audience of approximately 500 people.

In this example the candidate needs to have thought through how they deliver their presentation, and the verbal, vocal and physical skills required to appear as though they are talking to an in-person audience despite the exam being via video conference.

### Example – Grade 8: Task 1 delivered in an in-person exam

The candidate intends to give a presentation about the communication methods and tools used in a TV and social media campaign for a new brand of electric car. The candidate defines the imagined audience as a group of marketing professionals studying for a postgraduate degree, with the presentation given in-person in a classroom for 20 attendees. In addition, five attendees will view the presentation via video conference.

In this example the candidate needs to have considered the tone, verbal, vocal and non-verbal skills required to be effective when presenting in-person to a medium-sized group of experienced marketing professionals. They will also need to demonstrate how they will vary their communication skills to address the attendees watching via video conference.

In discussion with the examiner the candidate will explain the communication methods and tools used in the TV and social media campaigns to make the car advert impactful. They will also discuss the communication skills they used in their own presentation to present their analysis on the topic with clarity and authority. They will discuss how they addressed both in-person and online audiences, focusing on the communication skills used to convey the information and meet the audience's needs and expertise.

**EXAM GUIDANCE: KEY SKILLS TASKS****Reflective discussion****Grades 4-5: Individual, Task 3; Group, Task 2**

The aim of the reflective discussion task is to explore the candidate's understanding of the range of communication skills used in their presentations, and their ability to identify these and reflect on their impact. This will include being able to identify how the candidate used voice and body to communicate the message. Candidates will be asked to reflect on aspects of the journey they took, from choosing the topic to its presentation in the exam.

Example questions:

- ▶ *How did you use your voice to emphasise key points in your presentation?*
- ▶ *Did you vary your pitch or pace during the presentation? How did these choices impact the audience's understanding or engagement?*
- ▶ *How did you adjust your tone and pacing to suit the nature of each news item? Can you explain why these choices were important for delivering the news effectively?*

**Presenting the news****Grade 5: Individual, Task 2**

The aim of this task is to demonstrate the candidate's ability to deliver clear news stories in a tone and style appropriate for different types of news items, audiences and media platforms, reflecting the flexibility required in contemporary broadcasting. In this task, the candidate is required to deliver TWO current news stories as if for broadcast (eg TV, radio or social media) that contrast in tone and subject. The candidate will be asked to define the audience for each of the stories. The purpose of this task is to deliver a clear and succinct account of an event in language that the chosen audience would relate to, and demonstrate an understanding of how to vary tone and style for different audiences and media. This reflects the current media landscape, where professionals often need to manage multiple stories and shift tone quickly.

The candidate should treat it as a prepared reading task, showing familiarity with the information being conveyed. As such, they can read from a script or refer to notes, but they should keep in mind the imagined setting (eg TV or radio studio). This task is not about emulating a particular news reader but engaging with the style of presentation aligned with the mood of the news being delivered to the chosen audience.

**Interview****Grade 6: Individual, Task 2**

The aim of this task is to assess the candidate's ability to respond thoughtfully and effectively to spontaneous questions in a realistic interview scenario, demonstrating strong listening and communication skills. The candidate can choose the role for which they wish to be interviewed, but it must be realistic to their

age, experience and interests (eg a summer holiday job, a college course, an industry work placement or a volunteering role). The object of this task is to test the candidate's ability to listen and respond to unprepared points in a situation that mirrors real life. The examiner will act as the interviewer and ask questions that relate to the chosen role.

Example questions:

- ▶ *Can you provide an example of a time when you demonstrated a skill that would be valuable in this role?*
- ▶ *Can you share an experience where you successfully collaborated with others to achieve a goal?*

There is no requirement to share a CV or resumé for this task, but the candidate should have considered in advance the qualities and experience that they would bring to the role, in order to persuade the examiner of their suitability.

**Advertisement analysis****Grade 6: Individual, Task 3; Group, Task 2**

The candidate analyses the text of an advertisement and discusses with the examiner methods for communicating the message to the audience.

This task encourages and assesses candidates' skills in analysing the message that needs to be conveyed and the most appropriate and creative methods that could be used to convey the message.

Candidates should consider how the message is conveyed through the language, style and idiom, 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 this task, the candidate should read the syllabus companion at [trinitycollege.com/cs-syllabus-companion](http://trinitycollege.com/cs-syllabus-companion). The syllabus companion contains the texts of three advertisements. The candidate should familiarise themselves with the texts. In the exam, the examiner will select one of the texts to discuss with the candidate. Candidates can refer to notes on the advertisement for use in the exam.

**Analysis of a speech****Grade 7: Individual and Group, Task 2**

The aim of this task is to assess the candidate's ability to critically analyse a speech by a real-life public figure. For this task the candidate chooses a speech given by a real-life public figure and gives a talk which covers analysis of the text, possible styles and the effect on the audience. The candidate must present a copy of the speech to the examiner at the beginning of the exam. In a video conference exam, the candidate can either share the speech in the chat section of Zoom or share it on screen.

The candidate should not give a performance of the full text but may wish to illustrate some points by demonstrating short excerpts (this should be included in the three-minute time allowance for the talk).

### Social or political issue

#### Grade 7: Individual, Task 3

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](http://trinitycollege.com/communication-skills)

### Public address

#### Grade 8: Individual, Task 2

To prepare for this task, candidates should refer to the syllabus companion, which includes the scenarios for this task at [trinitycollege.com/cs-syllabus-companion](http://trinitycollege.com/cs-syllabus-companion). The purpose of this task is to test the candidate's skills in delivering a public address appropriate to a given venue, audience and situation and then respond quickly and accurately to a change in circumstances. 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, while showing flexibility in being able to incorporate new information.

The syllabus companion 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.

### Differing perspectives

#### Grade 8: Individual, Task 3; Group, Task 2

This task acknowledges that there may be several perspectives to an issue. The candidate is asked to present an overview of an issue from current affairs, politics or social media and explain it from two points of view, demonstrating an ability to show a balanced understanding and consideration for different perceptions of the issue.

#### Example:

- ▶ *Overview: Universal Basic Income (UBI) is a policy proposal where the government provides all citizens with a regular, unconditional sum of money, regardless of their employment status or income. This idea has gained attention in recent years due to the rising concerns about job automation, economic inequality, and the need for social safety nets.*

#### Perspective 1

Supporters of UBI argue that it could reduce poverty and inequality by providing financial security for all citizens, especially in the face of job losses due to automation. They believe it would empower people to pursue education, entrepreneurship and creative endeavors, stimulating economic growth.

#### Perspective 2: Critics of UBI

Critics contend that UBI would be prohibitively expensive, potentially requiring high taxes or cuts to other social programs. They also worry that it could diminish the incentive to work, leading to economic stagnation without addressing the root causes of poverty.

The examiner will ask questions to explore the issue.

# Glossary

| WORD                                   | MEANING   |
|--|---|
| <b>Active listening</b>                | The focused and attentive listening to others, showing understanding and responding appropriately during interactions.  |
| <b>Advertisement</b>                   | A notice designed for public media to promote a product or event.   |
| <b>Analysis</b>                        | The skill of breaking down and examining information or topics critically to present well-founded arguments or conclusions.   |
| <b>Audience awareness</b>              | Understanding and adapting to the needs, interests and reactions of the audience.   |
| <b>Audio-visuals</b>                   | Recorded sound, video or animated excerpts used to support presentations.   |
| <b>Body language</b>                   | The use of physical behaviours, such as posture, gestures, facial expressions and movements, to communicate non-verbally during an interaction, which can reinforce or contradict spoken words.   |
| <b>Conversation</b>                    | An informal exchange of observations, aimed at revealing more information in a relaxed manner.  |
| <b>Discussion</b>                      | An exchange of ideas on a subject, aimed at probing understanding and points of view.   |
| <b>Eye contact</b>                     | The practice of maintaining visual connection with the audience to create engagement and convey confidence.   |
| <b>Fluency</b>                         | The smooth and coherent flow of speech, demonstrating the speaker's comfort and ease with the language and material.  |
| <b>Interaction</b>                     | The ability to engage with the audience or others in an exchange of ideas.  |
| <b>Internship</b>                      | A period of work experience, limited in time, offering skills development for students and recruitment opportunities for employers.   |
| <b>Intonation</b>                      | The rise and fall of the voice in speaking.   |
| <b>News story</b>                      | A piece of journalism on a topic currently in the news.   |
| <b>Non-verbal communication skills</b> | These involve using body language, facial expressions, eye contact, gestures, posture and tone of voice to enhance the message. These cues help engage the audience, emphasise key points and convey confidence, making your presentation more effective and memorable. |
| <b>Overview of an issue</b>            | A balanced, concise explanation of an issue.  |
| <b>Pace</b>                            | The speed of delivery.  |
| <b>Perspectives</b>                    | Ways of interpreting information, based on lived-experience, values or other cultural factors.  |
| <b>Phrasing</b>                        | The grouping of words to make meaning clearer for the audience, separated by pauses.  |
| <b>Pitch</b>                           | The vocal range of sound used when speaking.  |
| <b>PowerPoint</b>                      | Presentation tool for creating a slide show with bullet points and images that emphasise or clarify key points.   |
| <b>Presentation</b>                    | Delivery of instructive information in a formal and persuasive manner.  |
| <b>Public address</b>                  | An informative announcement typically conveying important time-sensitive information.   |

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|  |   |
|--|---|
| <b>Social issue</b>                      | A problem that negatively affects a group of people within society (eg gender pay gap, housing, immigration).   |
| <b>Speech by real-life public figure</b> | A formal or informal address delivered by a well-known individual such as a politician, celebrity or leader, often intended to communicate ideas, policies or opinions to a public audience.  |
| <b>Structure</b>                         | The organisation of ideas in a clear, logical, and effective sequence to enhance the clarity and impact of the presentation.  |
| <b>Talk</b>                              | Sharing information which has personal meaning and investment in an informal manner, with a basic structure.  |
| <b>Tone</b>                              | Sometimes called timbre, this describes the amount of resonance in the voice, as well as the communication of intention (eg enthusiasm, solemnity).   |
| <b>Verbal communication skills</b>       | The ability to clearly and effectively convey your message through the choice of words, sentence structure and overall language use. These skills involve organising your thoughts logically, using appropriate vocabulary and tailoring your language to the audience to ensure the message is understood and impactful. |
| <b>Visuals</b>                           | Slides, photos or video excerpts that support key messages in the presentation.   |
| <b>Vocal skills</b>                      | The way the voice is varied to suit the material, maintain the interest of the audience and personalise the delivery (eg pitch, pace, tone, volume).  |
| <b>Work experience</b>                   | Usually, a short period of unpaid work (typically no more than a few weeks) aimed at introducing school students to expectations in the workplace.  |

# Health and safety

Candidates should have an understanding of basic health and safety practices, as they may be asked about these during the discussion sections of the exam. This includes, but is not limited to, the following:

## **VOICE AND BODY**

- ▶ Ensure that your voice and body are warmed up before speaking to prevent strain and fatigue.

## **CLOTHING, PRESENTATION MATERIALS, AND EQUIPMENT**

- ▶ Clothing should be comfortable and appropriate for the setting, allowing ease of movement and avoiding distractions.
- ▶ Check that all presentation materials (eg props, clickers, whiteboards, laptops) are in good condition and easy to handle. Ensure they are free from hazards such as sharp edges, loose parts, or exposed wires.
- ▶ Pay attention to the setup of any visual aids or equipment. Ensure screens, stands or podiums are stable and positioned safely.
- ▶ In video conference exams you should familiarise yourself with the laptop and its functions, ensuring it is working properly and positioned at the correct height and you can be heard clearly.

## **EXAM ROOM**

- ▶ Presentation spaces should be clear and free of hazards. Ensure walkways are free from clutter, cables are secured, and there is adequate lighting.
- ▶ Practise navigating the space, particularly if there are stairs, changes in floor levels or areas with limited visibility.

## **FIRE SAFETY AND EMERGENCY PROCEDURES**

- ▶ Ensure you know the venue's emergency procedures, including escape routes, fire exits and assembly points.
- ▶ Participate in fire drills or familiarise yourself with emergency protocols, especially if the venue is unfamiliar.

## **ENVIRONMENTAL CONDITIONS**

- ▶ The presentation area should be maintained at a comfortable temperature, ensuring it's not too hot or cold.
- ▶ Rest areas should be available, particularly for longer sessions, and should be kept at a comfortable temperature.

By following these guidelines, presenters can ensure a safe and professional environment for their audience and themselves.



# 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](http://trinitycollege.com/drama-csn). For enquiries please contact [drama-csn@trinitycollege.com](mailto: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](http://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](http://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](http://trinitycollege.com/results-enquiry) for full details of our results review and appeals process.

# Communication skills resources and support

Trinity is committed to supporting centres, teachers and candidates across the world. Our website is a good source of information and guidance – see [trinitycollege.com/drama](https://trinitycollege.com/drama)

## JOIN US ONLINE...

Get the full dramatic experience online at [trinitycollege.com/communication-skills-resources](https://trinitycollege.com/communication-skills-resources)

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

- ▶ Preparing for your exam
- ▶ Performance technique
- ▶ Choosing repertoire

## You can access:

- ▶ Bite-sized videos to support the specifications
- ▶ Practical resources and tips for candidates and teachers
- ▶ Trinity's free online anthology which provides a diverse and international range of example pieces that offer the structure and inspiration needed to build exam programmes
- ▶ Interviews with teachers, examiners and industry professionals

## GET IN TOUCH

You can contact the drama support team at Trinity's central office at [drama@trinitycollege.com](mailto:drama@trinitycollege.com) or find the contact details of your local representative at [trinitycollege.com/worldwide](https://trinitycollege.com/worldwide)