

# TRINITY GUILDHALL

## Communication Skills

---

Graded Examinations, Professional Certificates

Syllabus from 2010

Trinity Guildhall  
89 Albert Embankment  
London SE1 7TP UK

T +44 (0)20 7820 6100  
F +44 (0)20 7820 6161  
E [drama@trinityguildhall.co.uk](mailto:drama@trinityguildhall.co.uk)  
[www.trinityguildhall.co.uk](http://www.trinityguildhall.co.uk)

**Patron** HRH The Duke of Kent KG

Executive Director & Head of Academic Governance (Performing & Creative Arts)  
Mark Stringer GMusRNCM(Hons) FTCL ARCM ARCO(CHM) PGCE HonLRSL FRSA

Chief Examiner in Drama & Speech Subjects  
John Gardyne MA BA(Hons) Dip Theatre Studies

Copyright © 2009 Trinity College London  
Published by Trinity College London  
Second edition, December 2010



# Contents

<b>Foreword</b> .....	4
<b>Overview</b> .....	5
Some suggested pathways.....	6
<b>Communication Skills</b> .....	9
Introduction to Communication Skills.....	11
A note on language.....	11
Learning outcomes and assessment criteria.....	12
Attainment descriptors for Communication Skills.....	13
Guidance for candidates on individual examinations.....	14
Communication Skills (individual) (Initial-Grade 8).....	16
Professional Certificate in Communication Skills.....	18
Guidance for candidates on group examinations.....	20
Communication Skills (group) (Grades 1-8).....	22
Options for further study.....	24
<b>Appendices</b>	
Appendix 1 – Information and regulations.....	27
Appendix 2 – Health and safety guidelines.....	32
Appendix 3 – Communication Skills – Changes from 2006 syllabus.....	33

Trinity Guildhall examinations are offered and delivered by Trinity College London, the international examinations board.

Trinity College London is an awarding body recognised in the United Kingdom by the Office of Qualifications and Examinations Regulation (Ofqual) in England, the Welsh Assembly Government (WAG) and the Northern Ireland Council for Curriculum, Examinations and Assessment (CCEA). Trinity's qualifications are accredited by these authorities within the Qualifications Framework. Various arrangements are in place with governmental education authorities worldwide.

# Foreword

It gives me great pleasure to introduce the new Trinity Guildhall syllabuses for Grade and Certificate qualifications in Drama & Speech subjects, applicable to all examinations from 1 January 2010.

I am confident that no other awarding body in the world offers such breadth of choice for students and teachers of the performing arts at all levels of experience and ability.

Such is the range of study options now available, Grade, Certificate and Diploma qualifications are now presented in six separate publications as follows:

- ▶ Young Performers Certificates
- ▶ Grade and Certificate Examinations in Acting and Speaking
- ▶ Grade and Certificate Examinations in Musical Theatre and Performance Arts
- ▶ **Grade and Certificate Examinations in Communication Skills** (this syllabus)
- ▶ Diplomas in Drama & Speech Subjects
- ▶ Speech Communication Arts (limited availability).

It is a measure of the academic rigour and integrity of our qualifications that the learning outcomes, assessment criteria and attainment descriptors that have applied over the last five years remain virtually unchanged.

In reviewing the requirements for examinations we have, however, made various changes to those in the previous edition of the syllabus and a summary of these can be found in Appendix 3. Changes have been made with the intention of offering candidates additional opportunities to develop, display and integrate their skills, knowledge and understanding in their chosen field of study.

I sincerely hope that teachers and students alike will find the exploration of our syllabuses a stimulating, challenging and educative activity in itself, and that it will provide a practical and inspirational framework for creative learning and teaching. The standards and expectations are high but the rewards in terms of satisfaction and personal development are considerable.

Copies of all syllabuses listed above and additional guidance and information can be downloaded from our website [www.trinityguildhall.co.uk/drama](http://www.trinityguildhall.co.uk/drama). While preparing for examinations, teachers and candidates are encouraged to visit the website regularly and to share ideas, opinions and experiences with others worldwide via the forum facility.

I wish you well in your endeavours.

John Gardyne MA BA(Hons) Dip Theatre Studies  
**Chief Examiner in Drama & Speech Subjects**

**Please note:**

This second edition reflects minor changes in the Communication Skills syllabus. Please see page 34 for a summary of the changes.

# Overview

All Trinity Guildhall Grade examinations in Drama & Speech subjects for individuals and pairs are accredited in England, Wales and Northern Ireland by Ofqual, WAG and CCEA respectively and also have recognition in a number of other countries.

Examinations are categorised at three attainment levels which are benchmarked as follows to the Levels of the National Qualifications Framework (NQF)\* in England, Wales and Northern Ireland:

- ▶ **Foundation (Grades 1-3) – Level 1**
- ▶ **Intermediate (Grades 4-5) – Level 2**
- ▶ **Advanced (Grades 6-8) – Level 3.**

Grades 1-3 typically relate to work at a standard comparable to that done in the UK in primary schools and the initial years of secondary schools, depending on the learner.

Grades 4-5 typically relate to work at a standard comparable to that done in the UK in secondary schools by students aged approximately 12-15 in preparation for relevant GCSE examinations.

Grades 6-8 typically relate to work at a standard comparable to that done in the UK in secondary schools by students aged approximately 15-18 working towards relevant A level examinations in preparation for higher education study in the performing arts.

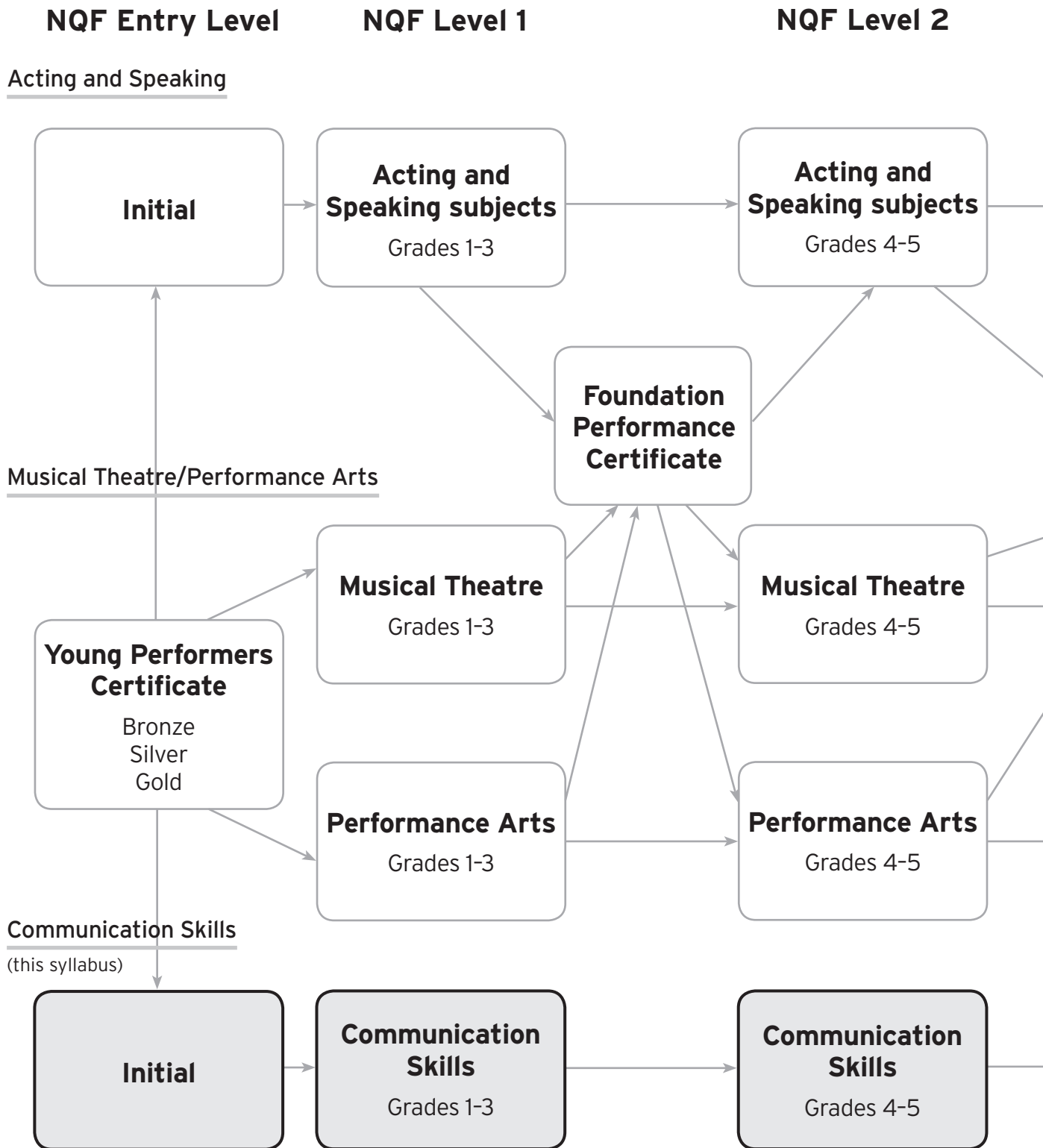
In the UK, solo and pair Grade examinations accredited at Level 3 of the NQF carry points for university entry on the UCAS tariff system.

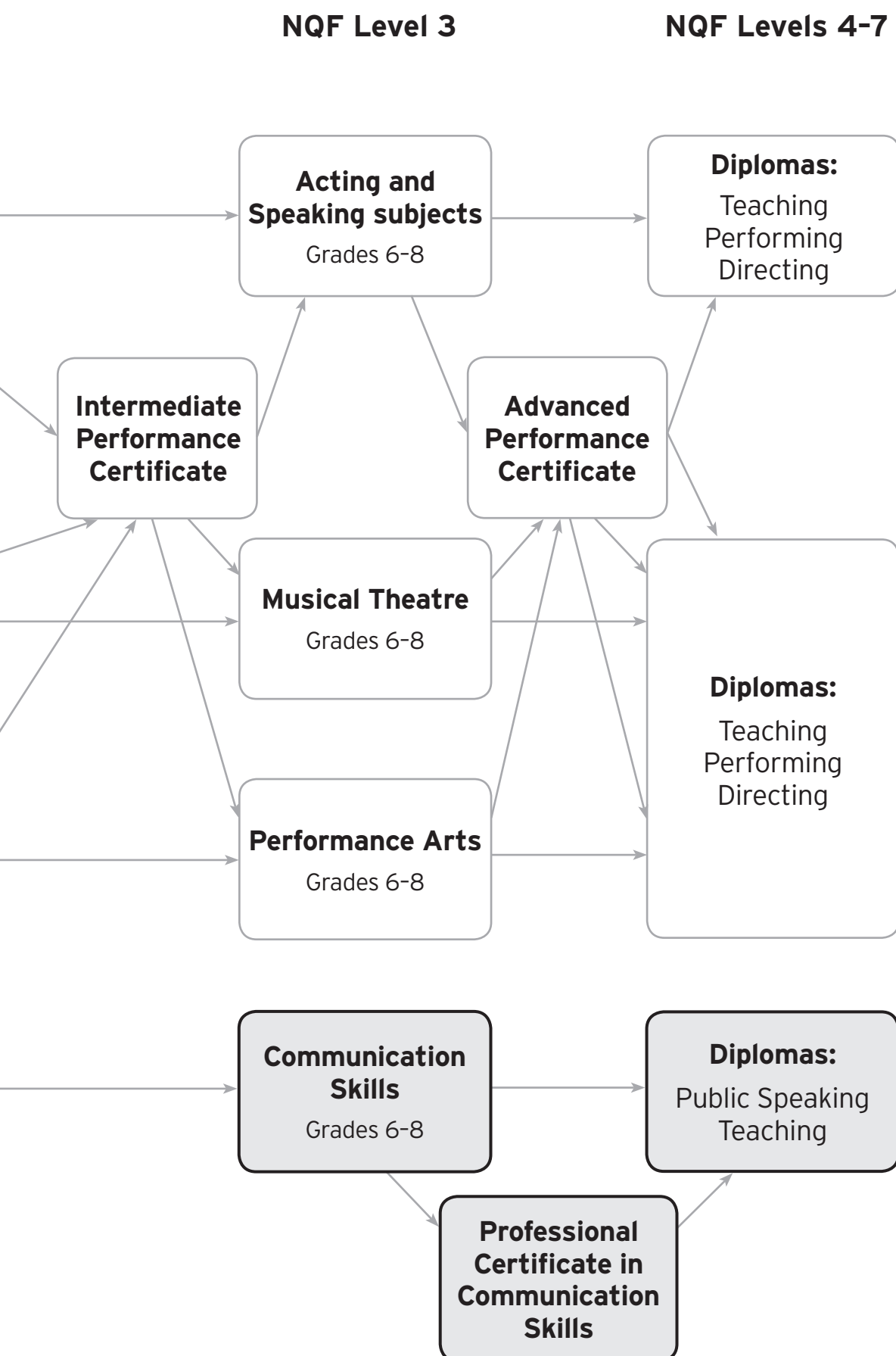
While there are no minimum age limits imposed for entry at any grade, teachers should ensure that potential candidates have achieved an appropriate level of physical, vocal, emotional and intellectual maturity to meet the published learning outcomes and assessment criteria for the relevant attainment band prior to registration for examination.

While candidates may enter at any grade they choose, the syllabus is designed to provide a structured framework for progressive development of skills over time. Some suggested study pathways are illustrated in the diagram overleaf.

\* The NQF is being superseded by the Qualifications and Credit Framework (QCF) during 2010/11. Trinity Guildhall Graded examinations are included within this new Framework.

# Some suggested study pathways









# Communication Skills



# Introduction to Communication Skills

Trinity Guildhall Grade examinations in Communication Skills are designed to allow candidates to develop and refine expertise in different registers of communication through spoken English.

Examinations for individuals assess a candidate's ability to engage with analytical and critical concepts, to persuade, to negotiate, to summarise and to communicate information, ideas and opinions in a variety of contexts.

Examinations for groups additionally offer candidates opportunities to develop skills in group discussion, interaction and teamwork.

At most grades candidates are required to respond to a range of imagined scenarios and employ verbal and non-verbal skills and responses appropriate to them. Candidates' levels of success in these examinations depend on their ability to recognise and employ the different communication skills appropriate for each task.

In assessing candidates for both individual and group examinations, examiners will pay equal attention to the content of talks and presentations and to the effectiveness of their delivery.

As examiners will be directly engaged with the candidate throughout the examination it may be inappropriate for them to complete their report forms while the candidate is in the room. For this reason examiners may sometimes release candidates before the maximum time allowed for the examination in order to complete the report.

Teachers and candidates are advised to read this booklet carefully prior to preparing for examinations.

## A note on language

Examinations are conducted in English.

It is accepted that candidates from many parts of the world with English as a second or foreign language may have distinctive features of pronunciation, grammar and/or vocabulary which conform to the model prevalent in their own linguistic or cultural group.

There is no requirement for candidates to conform linguistically to all features of British Standard English or Received Pronunciation. However, candidates' oral communication must be rooted in an internationally accepted model of English which does not impose difficulty of comprehension or undue strain for the listener.

# Learning outcomes and assessment criteria

## Foundation (Grades 1-3, NQF Level 1)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. employ an appropriate range of verbal and non-verbal skills in a variety of situations	1.1 demonstrate a developing ability to present a persuasive argument and show some sensitivity in interpersonal communication 1.2 show some awareness of the importance of oral communication and the uses of vocal variety in spoken language 1.3 demonstrate an understanding of the differences between formal and informal situations
2. interact with individuals and/or groups	2. converse with the examiner and/or fellow group members and develop some discourse along guided lines
3. present information, ideas and opinions coherently	3.1 demonstrate elementary competence in the preparation and delivery of talks 3.2 speak audibly and clearly 3.3 demonstrate an ability to adapt verbal and non-verbal skills appropriately to meet audience needs

## Intermediate (Grades 4-5, NQF Level 2)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. employ an appropriate and effective range of verbal and non-verbal skills in a variety of situations	1.1 show a vital awareness of interpersonal communication skills and use verbal and non-verbal expression with ease and confidence 1.2 show evidence of understanding the importance of oral communication and the uses of vocal variety in spoken language 1.3 demonstrate competence in interactive speaking in both informal and simulated formal situations
2. interact with individuals, groups and/or simulated audiences	2. initiate and participate in discussion with the examiner and/or fellow group members
3. present and summarise information, ideas and opinions coherently	3.1 demonstrate an ability to prepare, design and deliver informative talks in a clear and relevant manner 3.2 demonstrate a use of language that is imaginative, fluid and shows a sense of spontaneity 3.3 demonstrate an understanding of structure, logic and where appropriate narrative when communicating in a range of settings

## Advanced (Grades 6-8, NQF Level 3)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. employ with competence and understanding an appropriate range of verbal and non-verbal skills in a wide variety of specified situations	1.1 show considerable competence in interpersonal communication skills and use verbal and non-verbal expression with ease and confidence 1.2 integrate consciously knowledge, understanding and skills in a secure and sustained performance 1.3 demonstrate a high degree of competence in interactive speaking in both informal and simulated formal situations
2. interact with individuals, groups and/or specified simulated audiences	2.1 initiate and participate effectively in discussion with the examiner and/or fellow group members 2.2 demonstrate confidence, perceptiveness and appropriate listening skills
3. present and summarise a range of information, ideas, concepts and opinions from a variety of sources	3.1 demonstrate an ability to prepare, design and deliver informative talks with authority and competence, using audio and visual aids as appropriate 3.2 demonstrate a use of language that is vivid and powerful and meets the demands of specific situations 3.3 employ a range of communication skills and tools with sophistication and understanding to present and engage with complex and challenging ideas

# Attainment descriptors for Communication Skills

The following table describes the levels of attainment required for the allocation of marks in the Distinction, Merit, Pass and Below Pass bands.

Foundation level (Grades 1-3)	Intermediate level (Grades 4-5)	Advanced level (Grades 6-8)
<p><b>Distinction</b> Work in which ideas and narratives are presented fluently and with enthusiasm and with a sense of ownership of the material. Verbal and non-verbal presentation will enable the listener to follow the thought processes being presented. The candidate will respond to questions aptly and accurately.</p>	<p><b>Distinction</b> Work in which there is a strong sense of lively communication and conviction. Material will be well prepared and presented with authority and some flair. There will be evident use of complex language structures to convey complicated ideas and a sense of fluency and ease in conversation. Presentation skills will be well developed.</p>	<p><b>Distinction</b> Work that shows an ability to handle the most complex ideas and diverse communication tasks with ease and rigour. There will be a satisfying integration of communication skills and a sense of total ownership of the material and control of the situation. Presentation skills will be highly developed and yet all work will be exemplified by naturalness and fluency.</p>
<p><b>Merit</b> Work that shows a genuine attempt to engage and interest the listener. There will be a sense of vitality and an ability to communicate ideas both in formal and informal situations. There will be a sound level of preparation and an imaginative if somewhat uneven level of presentation.</p>	<p><b>Merit</b> Work in which communication skills are well integrated and the material presented is secure. There may be some lapses in the use of language and the ability to respond to all questions, but the overall impression will be one of successful engagement with the listener.</p>	<p><b>Merit</b> Work in which complex ideas are presented with authority and flair and in a way that engages the listener. Vocal variety and non-verbal communication will add to the sense of fluency and ease and the candidate will adapt successfully to different situations. There may be some lack of spontaneity and arguments may not always be fully developed.</p>
<p><b>Pass</b> Work that shows some skill in communication although it may lack flair. Presentations and conversation will be clear and audible and there will be some ability to respond to questions fluently. Work is adequately prepared.</p>	<p><b>Pass</b> Work in which there is evidence of some preparation and some ability to convey information and mount a persuasive argument. Verbal and non-verbal skills will be sufficient to ensure audibility and some interest for the listener. There will be evidence of interpersonal sensitivity and an ability to relate to other people.</p>	<p><b>Pass</b> Work in which complex ideas are handled with some skill and there is an adequate response to conversation and questioning. Work will show some imagination in preparation and there will be sound use of verbal and non-verbal resources. Various visual and other aids will be used to some effect but the presentations may be adequate rather than stimulating.</p>
<p><b>Below Pass</b> Work in which the language mastery is insufficient to make meanings clear. Talks and other prepared spoken material may be largely inaudible and interpersonal communication hesitant and insecure. Poor preparation and inadequate presentation may be evident.</p>	<p><b>Below Pass</b> Work in which there is a sense of confusion and lack of confidence. Verbal and non-verbal skills may be inadequate and the material presented may lack organisation. Response to questions may reveal insufficient mastery of the material or situation.</p>	<p><b>Below Pass</b> Work in which complex ideas are inadequately handled and there is little sense of authority. Lack of confidence and fluency may prevent effective communication and there may be poor interpersonal skills. Verbal and non-verbal skills may not be employed with a sufficient degree of confidence and there may be an overall sense of confusion.</p>

# Guidance for candidates on individual examinations

Candidates are required to arrive at the examination centre 15 minutes before the scheduled time of their examination.

Where the syllabus offers an **EITHER/OR** option for a task the choice is made by the candidate.

Approximate timings for prepared material are provided for each grade and these should not be significantly exceeded. The examiner may ask a candidate to curtail an excessively long talk or presentation in order to ensure that there is sufficient time to complete all remaining sections of the examination.

## The structure of graded examinations for individuals

All Communication Skills examinations for individuals follow the same general pattern and include several specific types of task as below.

### Introduction

This is an informal, spontaneous and natural conversation intended to put candidates at their ease.

In this conversation the examiner may make reference to the format and content of the examination, the candidate's current situation in education and/or work, the conditions under which the examination is being held and so on. The candidate should aim to engage in a spontaneous exchange with the examiner, rather than giving a prepared formal introduction.

At Initial and Foundation grades candidates are awarded marks for this task.

Candidates will normally sit during this task.

### Interactive task

At Initial and some Foundation grades candidates either tell a story and/or describe an event or the significance of an object or objects. The candidate may then be required to respond to questions about this from the examiner.

From Grade 3 upwards candidates attempt to persuade the examiner to do something (e.g. give them a job, lend them an object, go on holiday). At Grade 7 candidates engage in a radio/TV-type interview with the examiner. At Grade 8 the candidate and examiner negotiate in order to resolve a conflict.

In all these tasks there is an element of role play. The examiner will represent someone such as a friend, an employer or a potential supporter of a charity. In preparing these tasks, candidates should give careful thought to who they wish the examiner to represent. So for example at Grade 5 ('The candidate will attempt to persuade a defined person to support a charity or good cause') the examiner will ask '*Who do you wish me to represent?*' Possible responses might be: '*The President of the United States*' or '*Madonna*' or '*my headmaster*' or '*a total stranger whom I have just walked up to in the street*'. The choice will of course influence the way in which the candidate approaches the task and the examiner's responses.

The examiner will – within reason – accept any premise offered by the candidate and interact accordingly. In some cases the examiner may 'sketch in' an appropriate character but will not give a complete acted performance of, for example, a young child.

The examiner will interact with the candidate throughout the task. It is quite possible that the examiner will express reservations about ideas and suggestions offered by the candidate and/or suggest alternative views or approaches. As part of the preparation for the examination the candidate should consider possible objections and/or reservations and be prepared to deal with them. However, candidates should not think in terms of winning or losing an argument, but rather in engaging successfully in an interactive manner with the examiner.

Although there will inevitably have been some degree of preparation for these tasks, candidates should aim to speak as spontaneously as possible and engage in an interactive discussion with the examiner throughout. Over-reliance on prompt cards may hamper the candidate's ability to do this effectively.

Candidates will normally be encouraged to sit for these tasks.

### Talk

Candidates give a talk on an appropriate subject, using visual and/or audio aids as appropriate. This is a more formal scenario and candidates should stand to present their talks as if to an imaginary audience.

From Grade 7 upwards candidates must specify the audience to whom they are speaking. This could be quite straightforward (e.g. *'my class at school'*) or more ambitious (e.g. *'a group of potential employees for my firm'*, *'a group of one hundred senior policemen'*, *'the General Medical Council'*).

Candidates should project their voices to address an imagined audience, of which the examiner is but one member.

These talks should avoid giving the impression of repeating an essay or information learned parrot-fashion. The style of delivery should be fluent and suitably relaxed, demonstrating a personal engagement with the (imaginary) audience and awareness of techniques that may be employed to engage and sustain their interest.

While prompt cards may be used, the talk should not be written out in full nor read verbatim from a script. These examinations do not assess the skill of reading aloud. Oral communication differs from the language of written prose and candidates are expected to demonstrate their understanding of this.

For talks and presentations in which audio and/or visual aids are used, candidates should remember that these are primarily an aid to good communication and never a replacement for personal skill. Great thought should be given to the presentation, design and positioning of any visual aid in relation to the speaker and listener(s). It is the candidate's responsibility to set up and remove any such aids within the time allowed for the examination, and to ensure that any computer or other technical equipment is fully operational before the examination begins.

### Summary task

In Grades 4-8 candidates are required to summarise an article read aloud by the examiner. The length and subject matter of each article is listed in the grade requirements listed overleaf.

The examiner reads the article aloud at a moderate pace, during which candidates may take notes. Candidates intending to take notes during this task must bring a notepad and pencil or pen into the examination with them.

Candidates will be given a few moments to review their notes, and then be asked to give a verbal summary of the content. At Grades 7 and 8 the summary is followed by a short discussion in which candidates may be asked to express some views on the content.

One of the purposes of this task is to encourage careful and selective listening. Candidates should not attempt to write down as if from dictation every word of the article and then repeat it back verbatim. Rather they should listen carefully to the argument and/or views expressed in the article and note down those details that appear to be relevant. In reviewing their notes, they may wish to alter the order in which information is presented in the article. An effective verbal summary may be quite brief.

This is an informal task and candidates will normally be invited to sit before the examiner starts to read.

# Communication Skills (individual)

Grade	Communication Skills (individual)	Marks
<b>Initial</b> maximum 8 minutes	1. The examiner will welcome the candidate. A few introductory remarks will be exchanged ( <i>approximately 1 minute</i> ).	10
	2. The candidate will talk about a small object he or she has brought to the examination room ( <i>approximately 2 minutes</i> ).	40
	3. The candidate will <b>EITHER</b> introduce and tell a brief story <b>OR</b> recount a memorable event. A brief conversation will follow ( <i>approximately 3 minutes</i> ).	50
<b>Foundation</b>		
<b>Grade 1</b> maximum 10 minutes	1. The examiner will welcome the candidate. A few introductory remarks will be exchanged ( <i>approximately 1 minute</i> ).	10
	2. The candidate will bring two small objects to the examination room and <b>EITHER</b> use them to tell a story <b>OR</b> explain their value and significance ( <i>approximately 2 minutes</i> ). A brief conversation will follow ( <i>approximately 1 minute</i> ).	40
	3. The candidate will give a talk about 'a remarkable person', 'my best friend', 'my most exciting holiday', or 'my favourite activity'. Simple visual aids may be used ( <i>approximately 3 minutes</i> ). A brief conversation will follow ( <i>approximately 1 minute</i> ).	50
<b>Grade 2</b> maximum 12 minutes	1. The examiner will welcome the candidate. A few introductory remarks will be exchanged ( <i>approximately 1 minute</i> ).	10
	2. The candidate will describe the planning and preparation for a special event ( <i>approximately 3 minutes</i> ). A brief conversation will follow ( <i>approximately 1 minute</i> ).	40
	3. The candidate will give a talk about a book or a film/movie. Simple visual aids may be used ( <i>approximately 4 minutes</i> ). A related conversation will follow ( <i>approximately 1 minute</i> ).	50
<b>Grade 3</b> maximum 14 minutes	1. The examiner will welcome the candidate. A few introductory remarks will be exchanged ( <i>approximately 2 minutes</i> ).	10
	2. The candidate will attempt to persuade a friend <b>EITHER</b> to go on holiday <b>OR</b> to go on an outing <b>OR</b> to participate in an activity. The examiner will represent the friend and interact accordingly ( <i>approximately 4 minutes</i> ).	40
	3. The candidate will give a talk about a current news item. Simple visual aids may be used if desired ( <i>approximately 4 minutes</i> ). A related discussion will follow ( <i>approximately 2 minutes</i> ).	50
<b>Intermediate</b>		
<b>Grade 4</b> maximum 16 minutes	1. After a brief introductory exchange, the candidate will attempt to persuade a friend to lend him/her a highly valued object. The examiner will represent the friend and interact accordingly ( <i>approximately 4 minutes</i> ).	30
	2. The examiner will read aloud a descriptive passage of 200-250 words. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points ( <i>approximately 3 minutes</i> ).	30
	3. The candidate will give a talk on a memorable experience. Visual aids may be used ( <i>approximately 5 minutes</i> ). Relevant discussion will follow ( <i>approximately 2 minutes</i> ).	40
<b>Grade 5</b> maximum 18 minutes	1. After a brief introductory exchange, the candidate will attempt to persuade a defined person to support a charity or good cause. The examiner will represent the person to be persuaded (see guidance on page 14) ( <i>approximately 4 minutes</i> ).	30
	2. The examiner will read aloud an informative passage of 250-300 words. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points ( <i>approximately 4 minutes</i> ).	30
	3. The candidate will give an informative talk on a personal interest, challenge or achievement. Visual aids may be used ( <i>approximately 6 minutes</i> ). Relevant discussion will follow ( <i>approximately 2 minutes</i> ).	40



Grade	Communication Skills (individual)	Marks
<b>Advanced</b>		
<b>Grade 6</b> maximum 20 minutes	1. The candidate will present a prepared CV for a specified job of his or her choice. The examiner will represent a potential employer and conduct an appropriate interview ( <i>approximately 5 minutes</i> ).	30
	2. The examiner will read aloud a current news article of 300-350 words. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points ( <i>approximately 4 minutes</i> ).	30
	3. The candidate will give a presentation that <b>EITHER</b> explains a process <b>OR</b> introduces a product or business enterprise ( <i>approximately 7 minutes</i> ). Appropriate discussion will follow ( <i>approximately 2 minutes</i> ).	40
<b>Grade 7</b> maximum 23 minutes	1. The candidate will give a two-minute introduction to a local, regional or national issue that requires immediate action. The examiner will then conduct a radio/TV-type interview to probe the issues arising from this ( <i>approximately 6 minutes</i> ).	30
	2. The examiner will read aloud a passage of 350-400 words on travel, history or biography. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points. A brief discussion will follow in which candidates may be asked to express some views on the content ( <i>approximately 5 minutes</i> ).	30
	3. The candidate will give a presentation on a social, medical or moral issue to an imagined, defined audience of at least 20 people (see guidance on page 15) Audio and/or visual aids may be used ( <i>approximately 8 minutes</i> ). Appropriate discussion will follow ( <i>approximately 2 minutes</i> ).	40
<b>Grade 8</b> maximum 25 minutes	1. The candidate introduces a professional, educational or social conflict that will require negotiation to be resolved, clearly stating a personal standpoint and agenda. The examiner will adopt an opposing agenda. The candidate and examiner will then seek to resolve the conflict in a manner which will be satisfactory to both parties. Some agreement must be reached within the time limit ( <i>approximately 6 minutes</i> ).	30
	2. The examiner will read aloud a passage of 400-500 words on science, technology, environmental issues, business or finance. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points. A brief discussion will follow in which candidates may be asked to express some views on the content ( <i>approximately 6 minutes</i> ).	30
	3. The candidate will give a presentation to an imagined, defined audience of at least 20 people on some aspect of the communication process in advertising, politics, education or religion. This may include a critical evaluation of communication tools such as: styles of delivery; vocabulary, structure and syntax; semiotics and non-verbal components. Audio and/or visual aids may be used ( <i>approximately 8 minutes</i> ). Appropriate discussion will follow ( <i>approximately 3 minutes</i> ).	40

# Professional Certificate in Communication Skills

The Professional Certificate in Communication Skills is intended to provide a framework relevant to all professional situations in which the need for clear and effective spoken communication in a variety of contexts may be of paramount importance.

The examination comprises five sections:

- ▶ **Presentation Skills**
- ▶ **Speaking in Public**
- ▶ **Problem Solving and Conflict Resolution Skills**
- ▶ **Summary and Feedback Skills**
- ▶ **Discussion.**

The presentation task should not be considered as a role play scenario in which candidates adopt an imaginary character or role to which they aspire in the future. Rather, the presentation should be rooted in candidates' current social, educational, work or professional situation and background and reflect personal interests, experience and aspirations.

Candidates should refer to the relevant sections of notes on Grade examinations for individuals for further guidance on other sections.

Learning outcomes, assessment criteria and attainment descriptors for Advanced level grades in Communication Skills apply to this qualification (see pages 12 and 13).

The Professional Certificate is marked out of 100. The pass mark is 70. There is no Merit or Distinction.

Professional Certificate in Communication Skills	Marks
<p><b>1. Presentation</b></p> <p>The candidate will give a presentation related to personal aspirations, job or career intentions and/or interests to a defined, imagined audience of at least 20 people. Audio and/or visual aids may be used. <i>Maximum time 18 minutes</i></p>	40
<p><b>2. Speaking in Public</b></p> <p>Fifteen minutes before the examination begins, the examiner will provide the candidate with three scenarios in which a public address will be required. Typical situations might include: introducing or thanking a speaker; opening or closing an event or ceremony; giving an address at a wedding or other formal function. The candidate will select one of the scenarios and give an appropriate verbal response. Brief notes on a single card are permitted. <i>Maximum time 6 minutes</i></p>	20
<p><b>3. Problem Solving and Conflict Resolution Skills</b></p> <p>The candidate will describe a real or imagined social or work-based problem that may involve conflict. The candidate will suggest some possible solutions and discuss with the examiner how these might be presented to the relevant parties. <i>Maximum time 6 minutes</i></p>	20
<p><b>4. Summary and Feedback Skills</b></p> <p>The examiner will read aloud an article or report of approximately 400 words. The candidate may take notes if desired. The candidate will then give a verbal summary of the main points. A brief discussion will follow in which candidates may be asked to express some views on the content. <i>Maximum time 5 minutes</i></p>	10
<p><b>5. Discussion</b></p> <p>The examiner and candidate will discuss some of the issues arising from both the content and delivery of the previous tasks. <i>Maximum time 5 minutes</i></p>	10

Maximum time allowed for examination: 40 minutes.

# Guidance for candidates on group examinations

## Graded examinations for groups

Group examinations are undertaken by groups of three or four candidates who are examined simultaneously. Normally candidates will know each other and have worked together prior to the examination, although this is not essential for Grades 1-5.

Grade examinations for groups progressively develop candidates' ability to respond to questions, to address a small group on a prepared subject, to give a persuasive address, to work with other candidates to prepare and deliver presentations, to listen carefully and summarise articles read aloud and to participate in group discussion.

All candidates must wear name tags throughout the examination.

While prompt cards may be used, talks and presentations should not be written out in full nor read verbatim from a script. These examinations do not assess the skill of reading aloud. Oral communication differs from the language of written prose and candidates are expected to demonstrate their understanding of this.

The style of delivery should be fluent and suitably relaxed, demonstrating a personal engagement with the other group members and the examiner and awareness of techniques that may be employed to engage and sustain their interest.

All Grade examinations for groups comprise two tasks.

## Foundation level (Grades 1-3)

At this level candidates sit in a group with the examiner throughout the examination.

In **Task 1** the examiner asks candidates in turn questions on a specified subject.

In **Task 2** the examiner initiates a group conversation about a subject appropriate to the candidates' ages, cultural background and interests. The examiner will facilitate the discussion. All group members are required to make an approximately equal contribution to the discussion.

## Intermediate level (Grades 4-5)

At the start of the examination the examiner will sit in a group with the candidates.

In **Task 1** candidates in turn address the group on a specified subject. If they wish, candidates may stand to give their talks.

At Grade 4 candidates introduce a favourite book, film or TV programme, suggesting reasons why other group members might enjoy it. Candidates should not simply give a summary of the plot/format but express some opinions about it. Other group members will ask appropriate questions.

At Grade 5 candidates are required to attempt to persuade group members to support a charity or good cause. Again, other group members will ask appropriate questions and are encouraged to offer alternative views/approaches.

In **Task 2** the examiner initiates a group discussion on some of the issues arising from Task 1 or on another subject appropriate to the group. Candidates will usually remain seated throughout this task.

### Advanced level (Grades 6-8)

In **Task 1** the candidates give a prepared presentation on a specified subject.

In these presentations there may be an element of role play, but this should not predominate. Candidates may take personal responsibility for delivering certain elements of the presentation but should not give elaborate performances or enact imaginary personalities.

Candidates prepare and design their presentation for a specific (imaginary) audience of which the examiner represents but one member. Candidates must inform the examiner of the size and nature of the audience. However, candidates are advised to design their presentations for a specific interest group rather than an individual. So while at Grade 6 they might design a presentation '*for a group of potential investors in our business proposal*' they should not design it '*for Bill Gates*'. The choice will of course influence the way in which the candidates prepare and deliver the presentation.

The examiner will – within reason – accept any premise offered by the group and interact accordingly in role at the question and answer session that follows the presentation.

Candidates may choose to change the layout of the examination room and stand or sit as they wish during the presentation. It is the group's responsibility to make any changes to the layout of furniture, equipment, etc. and to set up and remove any audio visual aids and equipment within the time allowed for the examination. It is also their responsibility to ensure that any computer or other technical equipment is fully operational before the examination begins.

For talks and presentations in which audio and/or visual aids are used, candidates should remember that these are primarily an aid to good communication and never a replacement for personal skill. Great thought should be given to the presentation, design and positioning of any visual aid in relation to the speaker and listener(s).

In **Task 2** candidates are required to respond to an article read aloud by the examiner. The length and subject matter of each article is listed in the grade requirements listed overleaf.

The examiner will read the article aloud at a moderate pace, during which candidates may take notes. Candidates intending to take notes during this task must bring a notepad and pencil or pen into the examination with them.

The candidates will be given a few moments to review their notes. The examiner will then ask the candidates in turn for a verbal response on the content, which will then lead onto a group discussion on related issues. At Grade 7 candidates are additionally required to offer some opinion on the issues raised in the article and at Grade 8 also to make suggestions on how a range of communication tools might be used in a related presentation. Candidates will normally be seated in a group with the examiner throughout the discussion.

## Communication Skills (group)

For all group examinations candidates should wear name tags. Groups will consist of three or four candidates.

Grade	Communication Skills (group)	Marks
<b>Foundation</b>		
<b>Grade 1</b> maximum 10 minutes	1. The candidates will sit in a group with the examiner. The examiner will show a picture or object and ask questions about it to the candidates in turn ( <i>approximately 4 minutes</i> ).	50
	2. The examiner will initiate a group conversation about a subject appropriate to the candidates. All group members are required to make an approximately equal contribution ( <i>approximately 4 minutes</i> ).	50
<b>Grade 2</b> maximum 12 minutes	1. The candidates will sit in a group with the examiner. The examiner will ask the candidates in turn questions about aspects of organising a successful party, celebration or event ( <i>approximately 5 minutes</i> ).	50
	2. The examiner will initiate a group conversation about a subject appropriate to the candidates. All group members are required to make an approximately equal contribution ( <i>approximately 5 minutes</i> ).	50
<b>Grade 3</b> maximum 14 minutes	1. The candidates will sit in a group with the examiner. The examiner will ask the candidates in turn questions about their personal 'favourite place'. Candidates will respond giving reasons for their choices ( <i>approximately 7 minutes</i> ).	50
	2. The examiner will initiate a group discussion about a subject appropriate to the candidates. All group members are required to make an approximately equal contribution ( <i>approximately 5 minutes</i> ).	50
<b>Intermediate</b>		
<b>Grade 4</b> maximum 16 minutes	1. The candidates will in turn briefly introduce a favourite book, TV programme or film/movie, giving reasons why other group members might enjoy it. Other group members will ask appropriate questions ( <i>approximately 2 minutes per candidate</i> ).	50
	2. The examiner will initiate a group discussion either on issues arising from Task 1 or on another subject appropriate to the group. All group members are required to make an approximately equal contribution ( <i>approximately 5 minutes</i> ).	50
<b>Grade 5</b> maximum 18 minutes	1. The candidates will in turn briefly introduce a charity or good cause and attempt to persuade the rest of the group to support it. Other group members will ask appropriate questions ( <i>approximately 3 minutes per candidate</i> ).	50
	2. The examiner will initiate a group discussion either on issues arising from Task 1 or on another subject appropriate to the group ( <i>approximately 6 minutes</i> ).	50

Grade	Communication Skills (group)	Marks
<b>Advanced</b>		
<b>Grade 6</b> maximum 20 minutes	1. The group gives a presentation that <b>EITHER</b> explains a process <b>OR</b> introduces a product or business enterprise. Each member of the group must make an approximately equal contribution. Audio and/or visual aids may be used. The examiner will then ask related questions ( <i>approximately 7 minutes for the presentation and 2 minutes for questions</i> ).	50
	2. The examiner will read aloud a current news article of approximately 250-300 words. Candidates may take notes if desired. Candidates in turn will be asked to respond to the content. A group discussion on related issues will follow ( <i>approximately 9 minutes</i> ).	50
<b>Grade 7</b> maximum 23 minutes	1. The group gives a presentation on a local, regional or national issue that requires immediate action. Each member of the group must make an approximately equal contribution. Audio and/or visual aids may be used. The examiner will then ask related questions to probe the issues arising from the presentation ( <i>approximately 8 minutes for the presentation and 3 minutes for questions</i> ).	50
	2. The examiner will read aloud an article or report of approximately 350-400 words. Candidates may take notes if desired. Candidates in turn will be asked to respond to the content and offer some opinion on the issues raised. A group discussion will follow ( <i>approximately 10 minutes</i> ).	50
<b>Grade 8</b> maximum 25 minutes	1. The group gives a presentation on the planning, strategy and delivery of a proposed advertising campaign. Each member of the group must focus on a specific aspect of the campaign (e.g. use of different media, target audience, graphic design, visual imagery, etc.) The examiner will then ask related questions to probe the validity of the proposal ( <i>approximately 9 minutes for the presentation and 3 minutes for questions</i> ).	50
	2. The examiner will read aloud an article or report of approximately 400-500 words. Candidates in turn will be asked to respond to the content, offer some opinion on the issues raised and make suggestions on how a range of communication tools might be used in a related presentation. A group discussion will follow ( <i>approximately 11 minutes</i> ).	50

# Options for further study

## Diplomas in Communication Skills (Public Speaking)

Trinity Guildhall offers two diploma-level qualifications in Public Speaking.

### ATCL Communication Skills (Public Speaking)

This qualification encourages candidates to prepare and perform a programme of public speaking tasks appropriate to a range of contexts. They will have the opportunity to achieve standards which are comparable to other qualifications available in the UK at Level 4 in the National Qualifications Framework or to the first year of degree-level study.

There are no formal requirements for this qualification but candidates are advised to have gained a pass at Grade 8 in Communication Skills or the Trinity Guildhall Professional Certificate in Communication Skills or equivalent qualifications/experience.

This is a single unit qualification. Candidates undertake a 45-minute examination in which they give five oral presentations intended for contrasting audiences. A viva and some related practical tasks will follow.

### LTCL Communication Skills (Public Speaking)

This qualification encourages candidates to bring aspects of professional competence to their public speaking. Performance standards are comparable to other qualifications available in the UK at Level 6 in the National Qualifications Framework or to the final year of an undergraduate degree. Candidates are encouraged to be thoughtful, reflective speakers able to respond to direction, to interpret and to innovate.

Candidates are required to have gained an ATCL in Communication Skills (Public Speaking) or Performing (Speech and Drama, Musical Theatre or Performance Arts) or a comparable qualification or Approved Prior Learning.

There are three units to this qualification which may be taken in any order and must be completed within three years from the date of the first submission.

#### ▶ Unit 1 – Supporting Theory – Public Speaking

Candidates sit a written paper of two and a half hours in examination conditions. This unit is offered twice yearly, normally in May and November.

#### ▶ Unit 2 – Reflective Practice

Candidates submit an essay of approximately 4,000 words on the topic of oral communication, reflecting insights gained through four different examples of first-hand experience.

#### ▶ Unit 3 – Performance

Candidates undertake a 50-minute examination in which they give six oral presentations intended for contrasting audiences. Followed by a viva and some related practical tasks.

Full details of requirements for all Trinity Guildhall diploma-level qualifications, regulations for entry, methods of assessment, assessment criteria, attainment descriptors and supporting information are published in the current Trinity Guildhall syllabus for Diplomas in Drama & Speech Subjects.



## Diplomas in Teaching Communication Skills/Education Studies

Trinity Guildhall offers two diploma-level qualifications in Teaching (Communication Skills) and one in Education Studies (Communication Skills).

### ATCL Teaching (Communication Skills)

This qualification is evidence that the candidate can plan and deliver a taught programme for a specific learner or group of learners in a given setting and reflect upon its effectiveness. The qualification is of particular value to those working with individuals and small groups in studios and colleges. Assessment standards are comparable to those of other qualifications available at Level 4 in the National Qualifications Framework or to the first year of degree-level study.

The minimum age for this qualification is 18 on date of registration. There are no formal requirements but candidates are advised to have gained a pass at Grade 8 in Communication Skills or the Trinity Guildhall Professional Certificate in Communication Skills or an ATCL in Communication Skills (Public Speaking) or equivalent qualifications/experience.

There are three units to this qualification which may be taken in any order and must be completed within three years from the date of the first submission.

#### ▶ Unit 1 – Principles of Teaching

Candidates sit a written paper of two hours in examination conditions. This unit is offered twice yearly, normally in May and November.

#### ▶ Unit 2 – Teaching Experience

Candidates submit a written project of approximately 3,000 words comprising two Case Studies focusing on the candidate's teaching of one pupil and one group of pupils (minimum three pupils) over a combined minimum of 20 hours' verified teaching time. A 500-word Materials Project must also be submitted.

#### ▶ Unit 3 – Practical Applications

Candidates lead an observed 30-minute teaching session for either an individual pupil or group of pupils. Followed by a 15-minute viva.

### LTCL Teaching (Communication Skills)

This qualification is evidence that the candidate can plan and deliver taught programmes for a range of learners, learner groups and settings and evaluate their effectiveness. It is suitable for candidates who will take responsibility for planning and teaching Communication Skills in schools, colleges and private studios. Assessment standards are comparable to those of other qualifications available at Level 6 in the National Qualifications Framework or to the final year of degree-level study.

The minimum age for this qualification is 19 on date of registration. Candidates are required to hold an ATCL in Performing or Teaching or an equivalent vocational qualification or have Approved Prior Learning.

There are three units to this qualification which may be taken in any order and must be completed within three years from the date of the first submission.

#### ▶ Unit 1 – Principles of Teaching

Candidates sit a written paper of two and a half hours in examination conditions. This unit is offered twice yearly, normally in May and November.

#### ▶ Unit 2 – Teaching Experience

Candidates submit a written project of approximately 5,000 words comprising three Case Studies focusing on the candidate's teaching of three groups of students over a combined minimum of 30 hours' verified teaching time. A 1,500-word Scheme of Work must also be submitted.

#### ▶ Unit 3 – Practical Applications

Candidates lead an observed 40-minute teaching session for a class of 10 or more students. Followed by a 20-minute viva.

## Options for further study

### **FTCL Education Studies (Communication Skills)**

This qualification is evidence that the candidate can, on the basis of familiarity with a range of educational contexts, reflect critically on personal practice and that of others, relate it to theory and bring this experience to bear on the planning and implementation of programmes of teaching and learning. In the UK this diploma is accredited at Level 7 of the National Qualifications Framework.

The minimum age for this qualification is 21 on date of registration. Candidates should be at a standard comparable to at least LTCL Teaching and must have at least two years' full-time or four years' part-time verified teaching experience in the relevant field.

There are two units to this qualification which must be completed within five years from the date of the first submission. Unit 1 must be approved before the candidate can progress to Unit 2.

#### ▶ **Unit 1 – Development Skills Teaching**

Candidates carry out academic and/or action research on an approved topic based on an authentic learning environment and submit a dissertation of approximately 12,000 words.

#### ▶ **Unit 2 – Principles and Practice**

Candidates give a formal presentation on the dissertation and issues arising from it. Followed by a 30-minute viva.

Teaching diplomas are also offered in range of other subject-specific options. Full details of requirements for these qualifications, regulations for entry, methods of assessment, assessment criteria, attainment descriptors and supporting information are published in the current Trinity Guildhall syllabus for Diplomas in Drama & Speech Subjects.

# Information and regulations

## Examination centres

Examinations are conducted both at local public centres and at pre-registered school/educational centres. In the UK and Ireland, where there is no convenient public centre, Trinity Guildhall is happy to arrange an Examiner Visit providing there are enough candidates to achieve the minimum fee level. Those wishing to arrange an Examiner Visit should contact Trinity Guildhall directly. A guide to entering candidates can also be downloaded from the website at [www.trinityguildhall.co.uk/drama](http://www.trinityguildhall.co.uk/drama)

Outside the UK, local Centre Representatives may be able to arrange for an examiner to visit your school or chosen venue. Please discuss your requirements with your Trinity Guildhall Centre Representative well before the examination centre's closing date for entries (details of your Centre Representative can be obtained from Trinity's London office and online at [www.trinityguildhall.co.uk/drama](http://www.trinityguildhall.co.uk/drama)).

## Examination dates

Examinations are conducted throughout the year on dates agreed between Trinity Guildhall and its centres. Public centres publish their approximate examination dates in advance. While Trinity Guildhall will normally adhere to these published dates, circumstances may dictate that alterations are made and Trinity Guildhall reserves the right to alter published examination dates as necessary.

## Examination entries

Grade and Certificate examinations are open to everyone, irrespective of age. Candidates may enter at any level without previously having taken any other examination in the same subject.

Applications for examination will be accepted by Trinity Guildhall on the condition that candidates will be examined according to the requirements of the current syllabus.

All entries for examinations must be made on an official Trinity Guildhall entry form. Each entry form must be accompanied by the correct entry fee as listed on the fee sheet enclosed with the form. The entry form and fee must reach the Centre Representative by the published closing date. Do not send entry forms for public centre examinations to Trinity's London office except by prior arrangement. Failure to complete the entry form correctly or to submit it to the Centre Representative by the closing date may result in the entry being refused. An additional fee will be charged if Trinity Guildhall agrees to accept a late entry. Details of surcharges for late entries are given on the next page.

The person making the application (whether teacher, parent/guardian or adult student) must sign and date the entry form which constitutes an agreement to abide by Trinity Guildhall's regulations. Correspondence will only be conducted with this person.

The names of candidates as shown on the entry form will be those used to produce certificates. Any errors in the original submission or changes of style which may be requested after the certificate has been issued will be subject to an additional charge.

A candidate who has entered for an examination at one centre is not entitled to transfer the entry to another centre, nor to defer the entry to a later session. If the candidate wishes to postpone the examination or to take it at a different centre, he or she must make a new entry and pay the appropriate fee. No refund of the original fee can be made.

An entry which has been made in the name of one candidate may not be transferred to another candidate.

Examination entry fees will not be refunded.

Trinity Guildhall reserves the right to refuse or cancel the entry of any candidate if such action is considered to be necessary. When such a decision is taken by Trinity Guildhall, any entry fees submitted will normally be refunded and the reason for the refusal or cancellation given.

Separate entry forms are needed for group & pair and for diploma examinations. These can be obtained from Centre Representatives or from Trinity's London office.

Candidates may not enter for different grades of the same syllabus strand in the same examination session.

### Completing the entry form

Please complete the entry form in BLOCK CAPITALS except for the signature.

Each Grade entry form includes space for 14 candidates. Where you have more than 14 candidates, additional forms must be used and all forms stapled together. Each form must be signed by the person making the entry and the total fees on each form must be written in the space provided on each form. You may make one payment to cover all forms.

Separate Grade entry forms must be used:

- ▶ when a separate examination day is requested for different candidates
- ▶ for each teacher or school.

Do not fax entries under any circumstances.

Step-by-step guidance notes for completing the entry form appear on the form.

### Fees

Examination fees are printed on a separate fee sheet enclosed with each entry form. If the fee sheet is missing, another copy can be obtained either from your local Trinity Guildhall Centre Representative or from Trinity's London office.

### Closing dates and late entries

Details of closing dates are available from your Centre Representative or Trinity's London office. Those completing entry forms are strongly encouraged to submit them in good time to meet the closing dates. Entries received by Centre Representatives on or before the closing date are accepted at the published fees. Anyone wishing to make a late entry must contact the Centre Representative first before completing the entry form – do not contact Trinity's London office (except in the case of an Examiner Visit entry). Late entries can be accepted only at the discretion of the Centre Representative (not Trinity's London office) and are subject to the following surcharges:

- ▶ Day after closing date to 21 days before the examination date: + 50% of published fee.
- ▶ 20 to 14 days before the examination date: + 100% of published fee.

No entries can be accepted less than two weeks before the examination date.

Trinity Guildhall and its representatives make no guarantee that acceptance of a late entry will result in the examination taking place. If a late entry has been accepted but the examination cannot take place, the fee will be refunded at Trinity Guildhall's discretion but the surcharge will be retained to cover costs of administration of the late entry.

### Examination appointments

The Centre Representative sends each candidate an appointment slip for examinations which must be brought to the examination and shown to the examiner. The appointment slip will give the date, time and place of the examination together with the name of the candidate and the level for which the candidate is entered.

Any errors on the appointment slip made by Trinity Guildhall must be notified to the Centre Representative immediately. Candidates who have been mistakenly entered for the wrong grade by the person completing the entry form cannot change the grade on the day of the examination.

Candidates must attend on the date and time shown on the appointment slip. Wherever possible, Trinity Guildhall and its representatives will try to meet requests for specific dates and times if these requests are clearly shown on the entry form. No guarantee is given by Trinity Guildhall that such requests will be satisfied. No alteration to the date and time arranged can be made once appointment slips have been issued.

Candidates are required to be at the venue 15 minutes before their time of examination. Trinity Guildhall can make no allowance for lateness, whatever the reason. Candidates who arrive late may be required to return at another time or date in order not to inconvenience other candidates who are punctual. In such an event Trinity Guildhall reserves the right to charge an additional fee.

## Examination procedures

Regulations concerning the duration of examinations and of sections within them must be adhered to. Examiners may stop a candidate if an item significantly exceeds the stated time-limit in order to ensure that there is sufficient time to complete all the remaining tasks.

If a candidate infringes examination regulations on a task, the examiner will continue to conduct the remainder of the examination without comment in order not to jeopardise the candidate's performance of the subsequent tasks. The Examination report form will then be returned by the examiner to Trinity Guildhall at the end of the examination, rather than being issued to the Centre Representative, so that a decision can be taken about the validity of the examination by the Chief Examiner. Trinity Guildhall reserves the right to award no marks for invalid items. The outcome of referred examinations will be conveyed to the Centre Representative as soon as possible after the matter has been considered.

For training, moderation and standardisation of marking standards, it may sometimes be necessary for Trinity Guildhall to send more than one examiner to an examination session. Occasionally sample examinations are recorded, although this is only ever done with the candidate's prior agreement. Any recordings are used solely for training and moderation exercises, and will not be released for any form of public broadcast and display.

## Candidates with special educational needs/disabilities

Trinity Guildhall welcomes entries from candidates with special needs/disabilities. The specific special need(s) and any request(s) for special tests should be clearly notified on a Special Needs Request form and sent via the Centre Representative to Trinity's London office before entry is made so there is adequate time for the provision of special tests. The condition and request for special tests, if appropriate, should also be notified clearly in the appropriate section on the entry form. Candidates who require wheelchair access to centres should notify the Centre Representative. All provision for candidates with special needs is tailored to the particular needs of each candidate. In order to be most beneficial to candidates, as full an explanation as possible of the nature of the condition should be given.

It is particularly important for candidates with special needs that their entries and full details of the condition are received on or before the closing date for the examination. The time between the closing date and the examination is used to prepare the appropriate materials – examiners do not carry special tests as a matter of course. Due to the extra preparation time required to provide individual tests for candidates with special needs, late entries or entry forms which do not contain full details of the nature of the condition are very unlikely to be accepted.

## Visually impaired candidates

Braille certificates are available for visually impaired candidates at no extra charge. Requests for Braille certificates should be made at the time of entry.

## Hearing impaired candidates

Hearing impaired candidates may use a sign-language interpreter who may be in the examination room only when his or her services are required. The interpreter must not be the candidate's teacher or a relative.

## Dyslexic candidates

Dyslexic candidates requesting special provision must supply a report from an educational psychologist (a chartered educational psychologist, a full or affiliate member of the Association of Educational Psychologists or a person employed by a local education authority as an educational psychologist). Reports from psychologists of other disciplines (e.g. clinical) or non-psychologists are not acceptable.

## Extra time for candidates with special needs

Extra time may be allowed on an individual basis according to the nature of the condition.

## General notes

Please note that the same standards of assessment apply to all candidates. Only in the conduct of the examination is allowance made, where appropriate, for a candidate's condition.

### Reasonable adjustments and special consideration

By regularly reviewing the way in which we provide our examinations services, for example through audits covering instances of disability, illness, accident or bereavement, Trinity Guildhall aims to identify the barriers or impediments to access.

### Absence through sickness

A candidate who is sick and cannot take the examination may apply to the Centre Representative for a re-entry permit, enclosing a medical certificate and the appointment slip. Applications for re-entry permits must be made within 30 days of the examination date. The Centre Representative will forward the medical certificate and appointment slip to Trinity's London office who will issue a re-entry permit for an examination at the same level in the same subject, which can be used for an examination within 12 months of the original examination date on payment of half the current entry fee. If a re-entry permit is used towards entry for a higher-level examination, the difference in fee is also payable, i.e. the full fee of the higher-level examination less half the fee of the lower level examination.

It is not normally possible to apply for a half-fee re-entry permit for non-medical reasons, although Trinity will be sympathetic to bona fide cases in which appropriate evidence is provided.

Examiners are not permitted to accept either notice of withdrawal or medical certificates.

When sickness prevents a group member from performing, the examination can continue with a substitute to 'read in' for the missing person. The substitute performer will not be assessed.

All examinations are assessed on the basis of the performance given on the day of the examination without regard to any external circumstances.

### Results, marks and certificates

Examiners issue Examination report forms to the Centre Representative at the end of their complete period of work at a centre (or on a fortnightly basis in larger centres). On occasion, it may be necessary for the examiner to take the reports away for completion. The examiner will then forward the reports to the Centre Representative at the next available opportunity. In turn, Centre Representatives issue report forms to the person who signed the application form. Examiners and Centre Representatives are not allowed to give details of reports in any other way or to any other person. Centre Representatives are not permitted to give examination results over the telephone.

Duplicates of lost Examination report forms cannot be provided, although a summary of the marks obtained can be provided upon payment of a search fee. Such enquiries should be accompanied by the candidate's reference number, the date and centre at which the examination was taken, the grade and subject of examination, and the fee.

Examinations at Initial and Grades 1-8 are marked out of 100. Marks are awarded on the basis of the following attainment bands:

- ▶ 85 marks or more = Pass with Distinction
- ▶ 75-84 marks = Pass with Merit
- ▶ 65-74 marks = Pass.

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

Successful candidates will receive a certificate showing the subject and level they have passed, as well as the name of their teacher and school if this has been requested on the entry form. For group examinations, a certificate will be issued for each performer.

Trinity Guildhall does not accept responsibility for the non-arrival of any Examination report form, marksheet or certificate after it has been posted. A duplicate of a certificate which has been destroyed or lost in the post can usually be provided for examinations passed within the last 15 years. A fee is payable for each replacement, and applications for replacement certificates should quote the centre's name, date of examination, candidate's name and number, and include the fee.

### **Certificates of special merit**

Candidates who have passed Grades 1-8 solo and/or pair examinations either in a single syllabus strand (e.g. Individual Acting Skills) or any combination of Drama & Speech syllabus strands, can apply for a Certificate of Special Merit. Those who have achieved a Distinction at every grade will have the words 'with Distinction' added to their Certificate of Special Merit.

To apply for a Certificate of Special Merit, send originals (not copies) of every certificate or report form to Trinity's London office.

### **Appeals procedure**

A new appeals procedure will come into effect from 1 April 2011. For details of current procedures please see [www.trinitycollege.co.uk/appeals](http://www.trinitycollege.co.uk/appeals) or contact Trinity's London office.

### **Customer service**

Trinity Guildhall strives constantly to update and improve its syllabuses. Amendments and additions are published on the website at [www.trinityguildhall.co.uk/drama](http://www.trinityguildhall.co.uk/drama)

The website is also the source of general information about Trinity Guildhall and its services.

A Customer Service Statement is available on the website.

### **Data protection**

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the UK under the Data Protection Act 1998. Please see the Trinity College London website [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk) for the most up-to-date information about our data protection procedures and policies.

## Health and safety guidelines

When preparing for these examinations, every precaution must be taken to provide a safe environment with adequate ventilation and light.

Floor surfaces must be even and clean with no sharp projections.

Any furniture and presentation equipment such as flipcharts and whiteboards must be safely positioned and have no dangerous edges.

When electrical equipment is used cables must be secure and not trailing across the presentation or audience area.

Candidates should ensure that voice and body are warmed up before an examination. They should not place undue strain on their voices when speaking.



# Communication Skills – Changes from 2006 syllabus

The overall timings for some Grade exams have been modified to standardise requirements with other Drama & Speech subject examinations offered by Trinity Guildhall.

Timings of some individual tasks have been modified to facilitate the writing of candidate reports. Approximate word counts for the pieces used in the summary tasks (Grades 4-8) have been added.

The phrasing of some tasks has been clarified.

## Communication Skills (individual)

### Grade 2

**Task 1:** 'A few introductory remarks will be exchanged' replaces 'and discuss his or her interests'.

### Grade 3

**Task 1:** 'A few introductory remarks will be exchanged' replaces 'and discuss one of his or her interests, for example sport, music or books'.

**Task 3:** The candidate is no longer required to 'comment' on the news item. The candidate is no longer required to bring the news item into the examination room.

### Grade 4

**Task 1:** The examiner will conduct 'a brief introductory exchange' before commencing Task 1. No marks are awarded for this element of the examination. The separate 'introductory' task is no longer required. An additional 10 marks are available for Task 2.

**Task 3:** The subject of the talk is now 'a memorable experience' rather than 'some form of entertainment or experience which [the candidate] has or has not enjoyed'.

### Grade 5

**Task 1:** The examiner will conduct 'a brief introductory exchange' before commencing Task 1. No marks are awarded for this element of the examination. The separate 'introductory' task is no longer required. An additional 10 marks are available for Task 2. The candidate must now attempt to persuade 'a defined person' rather than 'someone' (see guidance on page 14).

### Grade 6

**Task 1:** The separate 'introductory' task has been removed. The examiner will exchange some words of greeting with the candidate before the examination begins but this is not assessed.

**Task 2:** The term 'presentation' replaces 'demonstration talk'.

### Grade 7

**Task 1:** The separate 'introductory' task has been removed. The examiner will exchange some words of greeting with the candidate before the examination begins but this is not assessed.

**Task 2:** The 'subject for debate' task has been replaced. The candidate is now required to introduce 'a local regional or national issue' that requires immediate action. A radio/TV-type interview on the issue follows.

### Grade 8

**Task 1:** The separate 'introductory' task has been removed. The examiner will exchange some words of greeting with the candidate before the examination begins but this is not assessed.

**Task 2:** The 'court case' task has been replaced. The candidate is now required to introduce 'a professional, educational or social conflict that will require negotiation to be satisfactorily resolved' and then 'seek to resolve the conflict' with the examiner. 'Some agreement' must be reached within the time allowed.

## Appendix 3

### **Professional Certificate in Communication Skills**

**Section 2:** The section title 'Speaking in Public' replaces 'Social and Reactive Speaking'.

**Section 3:** The section title 'Problem Solving and Conflict Resolution Skills' replaces 'Problem Solving Skills'.

### **Communication Skills (group)**

#### **Grade 2**

**Task 1:** This task has been re-designed.

#### **Grade 3**

**Task 1:** This task has been re-designed.

#### **Grade 4**

**Tasks 1 and 2:** These tasks have been re-designed.

#### **Grade 6**

**Tasks 1 and 2:** These tasks have been re-designed.

#### **Grade 7**

**Tasks 1 and 2:** These tasks have been re-designed.

#### **Grade 8**

**Tasks 1 and 2:** These tasks have been re-designed.

## Changes from previous edition of the 2010 syllabus

### **Communication Skills (individual)**

#### **Grade 3**

**Task 2:** Now offers further topic options.

#### **Grade 8**

**Task 2:** The topics for the passage read aloud have changed.



## Notes