



paa
Performance Arts Awards

Public Speaking

SYLLABUS SPECIFICATION

ENTRY 2 – GRADE 8

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Graded Examinations in Public Speaking

Syllabus Specification

Entry 2 to Grade 8



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Introduction

Welcome to the RSL Graded Examinations in Public Speaking syllabus. This syllabus guide is designed to give teachers and learners practical information on the graded qualifications in Public Speaking run by RSL Awards.

This syllabus guide covers the following qualifications

- RSL Graded Examinations in Public Speaking: Entry 2 to Grade 8

Period of operation

This syllabus specification covers graded qualifications in Public Speaking, from January 2024.

Recognition, and the value of RSL qualifications

RSL advocates an open access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of learners of different ages, experience and levels of achievement. RSL Public Speaking qualifications are accredited in Scotland by SQA Accreditation. RSL is committed to maintaining and improving its reputation for excellence by providing high quality education and training through its syllabuses, examinations, music and resources.

RSL Graded Examinations in Public Speaking are tailor-made to support and encourage learners of all levels and abilities and are accessible to learners from all countries and cultures. Possessing effective skills in communication and speaking in public can boost confidence, increase employability skills, and have a hugely positive impact on a learner's future life and career.

Learners taking an RSL qualification will not only gain practical communication and presenting skills, but are also encouraged to reflect on their work and the preparation process, developing their understanding of the material used and the creative choices made.

UCAS

RSL Grades 6, 7 & 8 carry allocated points on the UCAS (Universities & Colleges Admissions Service) tariff. Many students find these highly beneficial for university applications and entrance interviews.

For full details relating to the allocation of points for our qualifications, please visit:

www.rslawards.com/about-us/ucas-points

Safeguarding

RSL takes the safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. For further details please visit: www.rslawards.com/about-us/safeguarding

Expectations of knowledge, skills and understanding

The graded examination system is based on the principle of 'progressive mastery': each step in the exam chain allows the learner to demonstrate learning, progression and skills in incremental steps.

Successful learning is characterised by a mastery of the fundamental skills demanded in each grade. Learners will be able to complete practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate skills, knowledge and understanding relevant to the grade. These skills set a firm platform for further technical and creative development by the learner.

Qualification Structure

RSL Graded Examinations in Public Speaking consist of a range of both practical and knowledge-based tasks which are based on detailed requirements outlined in this syllabus.

Requirements for each grade are set out in detail. The Learning Outcomes and Assessment Criteria require skills, knowledge, and understanding of the syllabus requirements to be demonstrated at the grade entered.

Learner access and registration

The qualifications:

- are available to everyone who is capable of reaching the required standards
- are free from any barriers that restrict access and progression
- offer equal opportunities for all who wish to access them

Entry requirements

These qualifications are open to everyone who is capable of reaching the required standard; there are no entry requirements. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications. At the point of application, RSL will ensure that all learners are fully informed about the requirements and demands of the qualification.

Exam entry

Learners may enter for an RSL Grade Examination in Public Speaking at any time of the year. For further details, current fees, and to enter for an exam please visit the RSL website at <https://www.rslawards.com>

Recommended prior learning (RPL)

Learners are not required to have any prior learning for these qualifications. However, they should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

Progression – where the qualifications could lead

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to develop the necessary techniques to gain entry to further education and higher education courses. In addition, industry professionals are confident that learners achieving the highest level of graded qualifications will have developed the skills necessary to enhance employment opportunities in other areas, as a result of increased confidence, communication and presentation skills.

The wider curriculum and transferable skills

By its nature, involvement in communication skills development and performing arts encourages learners to reflect on their achievement, creative abilities and personal insights. It also encourages them to recognise and understand their own and others' worth.

Learners gain self-esteem, whilst improving and developing their language and vocabulary skills; learning to speak audibly, fluently and articulately in public.

They may also explore moral values and attitudes and express their personal views about socially accepted codes of behaviour. There are opportunities to explore notions of community and society and their impact on individuals or groups.

They may explore material from cultures other than their own, and how cultural issues affect creative expression.

There may be opportunities for learners to develop their understanding of spiritual, moral, ethical, social, legislative, economic, and cultural issues.

PAA Graded Public Speaking Examinations

Qualification title	Code	Unit Code
RSL Award in Public Speaking: Entry 2	R808 04	US35 04
RSL Award in Public Speaking: Entry 3	R809 04	US36 04
RSL Award in Public Speaking: Grade 1	R810 04	US37 04
RSL Award in Public Speaking: Grade 2	R811 04	US38 04
RSL Award in Public Speaking: Grade 3	R812 04	US39 04
RSL Award in Public Speaking: Grade 4	R813 04	US40 04
RSL Award in Public Speaking: Grade 5	R814 04	US41 04
RSL Award in Public Speaking: Grade 6	R815 04	US42 04
RSL Award in Public Speaking: Grade 7	R816 04	US43 04
RSL Award in Public Speaking: Grade 8	R817 04	US44 04

Assessment Summary

Assessment	
Form of Assessment	All assessments are carried out by external examiners. Learners are required to carry out a range of practical tasks underpinning the technical and performance assessment.
Unit Format	Unit specifications contain the Title, Unit Code, Learning Outcomes, Assessment Criteria, Grade Descriptor, and types of evidence required for the unit.
Bands of Attainment	There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of learner's work. A team of external examiners is appointed, trained and standardised by RSL.

Quality Assurance

All RSL examinations and graded qualifications are standardised according to the processes and procedures laid down by RSL.

Recommended Ages for PAA Examinations

Although RSL imposes no minimum or maximum age limit, it is advisable for learners to enter at a level which is suitable and attainable for their age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The content of grades tends to reflect the typical ages of learners entering for them. The following ages are **recommendations** only:

Grade Qualification	Suggested Entry Age
Entry 2	4–5 years
Entry 3	5–7 years
Grade 1	7–8 years
Grade 2	9–10 years
Grade 3	11–12 years
Grade 4	13–14 years
Grade 5	15–16 years
Grade 6	16+
Grade 7	16+
Grade 8	16+

Further Information and Contact Details

For all enquiries or to apply for an exam, please visit:

<https://www.rslawards.com/>

Complaints and appeals

RSL's policy on complaints, enquiries and appeals for graded examinations is available at:

<https://www.rslawards.com/about-us/policies-regulations/>

Equal opportunities

RSL's Equal opportunities policy can be found at:

<https://www.rslawards.com/about-us/policies-regulations/>

Contacts for help and support

All correspondence should be directed to:

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TW11 8EE

or info@rslawards.com

RSL Graded Examinations in Public Speaking Syllabus Specification

Learners may enter for the exam as follows:

- One learner (all grades)

Examination Formats

There are three types of examination formats offered:

1. **Face-to-Face examination** (schools/venues only)
2. **Live Streamed examination** (schools/venues only)
3. **Recorded Digital Exam** (schools/organisations and individuals)

Note that examinations via Recorded Digital have slightly different content, and allow the school or individual to submit pre-recorded exams.

Teachers/Learners should read and refer to this syllabus as follows:

For Face-to-Face or Live-streamed examinations:

- **Refer to the introductory pages 1–12, and the specifications for Face-to-Face/Live Streamed exams from page 13–36**

For Recorded Digital examinations:

- **Refer to the introductory pages 1–12, and the specifications for Recorded Digital exams from page 38–62**

Face-to-Face Examination process

1. Face-to-Face exams are only offered to schools/venues. Applications from individuals will not be accepted.
2. PAA operates a minimum fee policy for Face-to-Face exams. Schools should ensure that there are enough learners scheduled to meet this fee before applying. All current fees can be found by visiting <https://www.rslawards.com/paa/>
3. The examiner will come to your school/venue. The Principal (or equivalent) is required to meet with the examiner 30 minutes before the start of the first exam to discuss any absences or changes to the day.
4. The examiner or an RSL representative, will call the Principal (or equivalent) two days before the exam, to introduce themselves and confirm the information on the schedule.
5. The learners are assessed by one examiner, although there may be another examiner present, for training or monitoring purposes. Venues must provide examiners with an adequate table, chair, lighting and access to drinking water or refreshments.
6. Venues must provide examiners with an adequate table, chair, lighting and access to drinking water or refreshments.
7. Venues must provide an appropriate space to conduct the examinations.
8. Copies of exam pieces (if applicable) must be provided.
9. A member of staff must be on hand outside the exam room, to support the organisation of learners, to chaperone learners when waiting outside and once the exam is completed.

Live Streamed Examination (LSE) process

Live Streamed Exams are intended to give learners an experience that resembles face-to-face exams as closely as possible.

LSE are venue-based and therefore entire days similar to face-to-face exams can take place. This can include multiple venues in different geographic locations on the same day.

Live Streamed Exams are conducted via online video conference using Zoom, between the learners at the exam venue and the examiner based at another location. For full details on how to book RSL Live Streamed Exams, please see <https://www.rslawards.com/paa/paa-video-exams/>

Recorded Digital Examination (RDE) process

For RSL recorded digital exams to be valid, there are a number of rules that must be adhered to. It is important that learners and teachers read the Procedure Guide carefully before applying for a recorded digital exam, to ensure they have the best chance of submitting a video that we can accept for submission.

The Procedure Guide for RSL Recorded Digital Exams can be found here: <https://www.rslawards.com/paa/paa-video-exams/>
To ensure their video submission is valid, it is important that learners and teachers adhere to this guidance.

Note that the **whole exam must be performed and filmed in one continuous take**. No editing is permitted. Pdf copies of poems (if applicable) must be uploaded when the exam video is submitted.

Estimated examination timings

Entry 2:	5-6 minutes
Entry 3:	7-8 minutes
Grade 1:	10-11 minutes
Grade 2:	11-12 minutes
Grade 3:	13-15 minutes
Grade 4:	16-18 minutes
Grade 5:	18-20 minutes
Grade 6:	22-25 minutes
Grade 7:	25-27 minutes
Grade 8:	27-30 minutes

Regulations for all Public Speaking examinations

RSL has provided detailed guidance for teachers and learners to support them when preparing for an RSL Examination in Public Speaking. This document can be found [here](#). Below are general regulations for all RSL Public Speaking examinations:

- Tasks must be performed in English. For Entry 2 / Entry 3 poems, any published translation of a non-English poem is permitted.
 - Regional accents: Whilst vocal clarity is an assessment criterion, it is accepted that learners will speak English with a wide variety of regional accents. It should be noted that learners are assessed on how clearly they communicate in English, and not on their accent.
 - All selections must be performed from memory. However, for speeches only, small prompt cards may be used.
- Speeches must not be read.**
- For candidates under the age of 18, one chaperone (the adult responsible for the candidate) must be present during the examination. The chaperone:
 - must be provided by the school/centre
 - may be positioned outside of the exam room, if there is clear vision through the window of the exam door
 - must not lead, direct, or assist the candidate in any way. Note that any interaction between the chaperone and the candidate (except in an emergency) may be classed as assisting the candidate and may be reflected in the candidate's final mark.
 - For Recorded Digital Exams, the camera operator may assume the role of chaperone
 - No unauthorised person will be allowed in the examination room during an examination.
 - Electronic devices are not permitted unless they are needed for a visual/audio aid. In this case they must be switched to airplane mode.
 - Entry 2 / Entry 3 only: Printed copies of chosen poems must be provided.
 - Grade 1/2 only: If a poem by an established author is chosen, a printed copy must be provided.
 - Recorded Digital Exams only: pdf copies of poems (if applicable) must be uploaded when the exam video is submitted.
 - Live Streamed Exams only: pdf copies of poems (if applicable) must be provided at least 7 days before the exam.

Visual and audio aids (optional from Grade 1)

Learners may feel that their presentation would benefit from the use of visual or audio aids. For example, a back-beat for a rap, or a picture for a story or speech. Whilst learners are **not assessed separately** on the use of visual aids, the way in which they are used may impact the demonstration of an assessment criterion (e.g. clarity, fluency). Therefore, if used, it is advisable to pay particular attention to the following:

- Any equipment used must be provided by the learner, and any set-up time would form part of the time allowance for that Task.
- Visual/audio aids should be clearly seen or heard by the examiner, however visual/audio aids must not hinder or impede the learner's ability to demonstrate the assessment criteria for the grade taken. The learner must be the focus, not the visual/audio aid.
- **If the use of a visual/audio aid restricts the examiner's ability to assess the relevant criteria, this may impact the mark awarded.** Examples of this may be, but are not restricted to:
 - The learner cannot be seen clearly or consistently due to the placing, size, or poor use of the visual aid
 - The learner cannot be heard clearly due to the volume of the audio aid
- Weapons of any kind (e.g. knives, guns) are not permitted.

Broad Objectives and Assessment Methodology

The aim of the PAA Public Speaking qualifications is to motivate and encourage learners of all ages and levels through a system of progressive mastery and a flexible approach to the development of skills, knowledge, and understanding required for speaking in public. These skills include:

- Understanding the techniques required for preparation of material for presentations
- Using the vocal and physical skills required for effective public speaking
- Communicating effectively with an imagined audience
- (Face-to-face exams only): Engaging in conversation appropriately, including acquiring effective interview skills at higher grades
- (Recorded Digital exams only): Conveying own ideas and opinions to camera appropriately and effectively

Assessment, Marking and Attainment Bands

All learners are assessed individually by the examiner and receive an individual mark and (on passing) a certificate. The examiner will award marks in line with the published assessment criteria for the relevant grade taken, full details of which can be found later in this document, within the Content Specifications for each grade.

The exams are marked out of 100. The attainment bands are as follows:

Marks received	Attainment level
85 and above	Distinction
65–84	Merit
50–64	Pass
0–49	Unclassified

Note that marks may be accumulated from any and all components of the exam, with the numerical total forming the final result.

Examination Content, Assessment Criteria and Grade Descriptors

Note that examinations via **Recorded Digital** have slightly different content, and allow the school or individual to submit pre-recorded exams.

For ease of reference please note the following:

- Requirements specific to **Face to Face and Live Streamed exams** are detailed from **page 12**
- Requirements specific to **Recorded Digital exams** are detailed from **page 37**

These qualifications assess a range of performance, technical, and communication skills, as well as knowledge and understanding, through the following components:

- Practical Assessment: Learners prepare and present their chosen material, (the specifics of which are dependent upon the grade).
- Discussion / Understanding and Reflection: Learners reflect on their chosen tasks, and communicate their ideas on a variety of topics (the specifics of which are dependent upon the grade).

Learning Outcomes:

A Learning Outcome is a statement of what has been demonstrated as a result of successful completion of the assessment criteria.

Assessment Criteria:

These are the standards to be met during the exam and are set at each grade.

Grading Descriptors:

These describe why a particular result (Distinction, Merit, Pass or Unclassified) has been awarded.

Specifications for Face-to-Face and Live Streamed Examinations

FACE TO FACE / LIVE STREAMED EXAM CONTENT

Entry 2 and Entry 3 Learning Outcomes:

Learners will be able to:

1. Recite a poem, demonstrating an understanding of the content.
2. Demonstrate verbal and non-verbal skills required for public speaking.
3. Participate in conversation, communicating an understanding of the poem presented.

ENTRY 2 | EXAM CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Communication and technical skills:</p> <p>The learner prepares and recites from memory a poem of their own choice from memory. The learner introduces the title and author of the poem prior to the delivery.</p> <p>The following must be adhered to:</p> <ul style="list-style-type: none"> ▪ The poem must be between 20 seconds and 1 minute in duration. ▪ The learner may choose to perform the poem to a wider imagined audience, or solely to the examiner. ▪ The learner must provide the examiner with a legible copy (handwritten or text printed). <p>Suggested poems appropriate for Entry 2, along with further guidance, can be found here</p>	60
<p>Task 2 - Conversation:</p> <p>a) The examiner will ask the learner one question based on the reason for the choice of poem.</p> <p>b) The examiner will lead an informal conversation based on one of the following, chosen by the learner:</p> <ul style="list-style-type: none"> ▪ The learner's favourite animal (note that live animals are not permitted, but the learner may bring a photograph of the favourite animal to the exam, if they wish) ▪ The learner's favourite toy (the learner may bring the toy to the exam if they wish) <p>For further guidance on all examination Tasks, please see here</p>	40

ENTRY 2 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Recite a poem, demonstrating an understanding of the content</p>	<ul style="list-style-type: none"> ▪ Present a chosen poem from memory, demonstrating a simple understanding of the content ▪ Present with some fluency 	<p>Task 1 (Communication, Technical skills)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking</p>	<ul style="list-style-type: none"> ▪ Speak clearly and audibly ▪ Demonstrate use of simple vocal skills to communicate the meaning of the poem 	<p>Task 1 (Communication, Technical skills)</p>
<p>Learning Outcome 3: Participation in conversation, communicating an understanding of the poem presented</p>	<ul style="list-style-type: none"> ▪ Demonstrate a basic understanding of the reason for the choice of poem presented in Task 1 ▪ Participate in an informal conversation clearly and appropriately 	<p>Task 2 (Conversation)</p>

ENTRY 2 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The work presented was audible and diction was clear throughout. The poem was delivered with fluency, and there was sustained and appropriate use of simple vocal skills to reflect the meaning.</p> <p>A full understanding of the reason for the choice of poem was evident, and the learner participated in conversation clearly and appropriately throughout.</p>
Merit (65–84 marks)	<p>The work presented was audible and clear most of the time. The poem was mostly delivered with fluency, and there was generally appropriate use of simple vocal skills to reflect the meaning.</p> <p>A generally secure understanding of the reason for the choice of poem was evident, and the learner participated in conversation clearly and appropriately most of the time.</p>
Pass (50–64 marks)	<p>The work presented was audible and clear some of the time, but may have lacked clarity and/or audibility. The poem was presented with some sense of fluency, and generally acceptable use of simple vocal skills to reflect the meaning.</p> <p>Some understanding of the reason for the choice of poem was evident, and the learner participated in conversation appropriately and with some clarity, although there may have been hesitations.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. The delivery of the poem lacked fluency or was not attempted, and there was very limited or no evidence of appropriate use of simple vocal skills to reflect the meaning.</p> <p>There was limited or no evidence of an understanding of the reason for the choice of poem and little or no clear or appropriate participation in the conversation.</p>

ENTRY 3 | EXAM CONTENT

Exam Requirement	Maximum marks
<p>Task 1 - Communication and technical skills:</p> <p>The learner prepares and recites from memory a poem of their own choice from memory. The learner introduces the title and author of the poem prior to the delivery.</p> <p>The following must be adhered to:</p> <ul style="list-style-type: none"> ▪ The poem must be between 30 seconds and 1 minute in duration. ▪ The learner may choose to perform the poem to a wider imagined audience, or solely to the examiner. ▪ The learner must provide the examiner with a legible copy (handwritten or text printed). <p>Suggested poems appropriate for Entry 3, along with further guidance, can be found here</p>	60
<p>Task 2 - Conversation:</p> <p>a) The examiner will ask the learner one question based on the content of the poem.</p> <p>b) The examiner will lead an informal conversation based on one of the following, chosen by the learner:</p> <ul style="list-style-type: none"> ▪ The learner's favourite meal ▪ The learner's favourite game <p>For further guidance on all examination Tasks, please see here</p>	40

ENTRY 3 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
Learning Outcome 1: Be able to prepare and recite a poem demonstrating an understanding of the content	<ul style="list-style-type: none"> Present the chosen poem from memory, demonstrating an understanding of the content Present with fluency 	Task 1 (Communication, Technical skills)
Learning Outcome 2: Be able to demonstrate skills required for speaking in public, through communicating a poem	<ul style="list-style-type: none"> Speak clearly and audibly Demonstrate use of simple vocal skills, including some use of relevant expression, to reflect the meaning and mood of the poem 	Task 1 (Communication, Technical skills)
Learning Outcome 3: Participate in conversation, communicating an understanding of the poem presented	<ul style="list-style-type: none"> Demonstrate a basic understanding of the poem presented in Task 1 Participate in an informal conversation, demonstrating an ability to listen and respond clearly and appropriately 	Task 2 (Conversation)

ENTRY 3 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The work presented was audible and diction was clear throughout. The poem was delivered with fluency, and there was sustained use of simple vocal skills, including some appropriate dynamic variation, to reflect the meaning and mood.</p> <p>A full understanding of the poem was evident, and the learner participated in conversation clearly, appropriately and with confidence.</p>
Merit (65–84 marks)	<p>The work presented was audible and diction was clear most of the time. The poem was mostly delivered with fluency, and there was generally secure use of simple vocal skills, including some appropriate dynamic variation, to reflect the meaning and mood.</p> <p>A generally secure understanding of the poem was evident, and the learner participated in conversation clearly, appropriately and with some confidence.</p>
Pass (50–64 marks)	<p>The work presented was audible and clear some of the time. The poem was presented with some use of simple vocal skills to reflect the meaning and mood, and some sense of fluency, although there may have been hesitations in delivery at times.</p> <p>Some understanding of the poem was evident, and the learner participated in conversation appropriately some of the time, although may have lacked confidence and/or clarity at times.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. The delivery of the poem lacked fluency, and there was very limited or no evidence of the use of simple vocal skills to reflect the meaning and mood.</p> <p>There was limited or no evidence of an understanding of the poem, and/or little or no clear and appropriate participation in the conversation.</p>

FACE TO FACE / LIVE STREAMED EXAM CONTENT

Grades 1–3 Learning Outcomes:

Learners will be able to:

1. Present relevant material, based on the spoken word, to an (imagined) audience with fluency.
2. Demonstrate verbal and non-verbal skills required for public speaking.
3. Participate in conversation, communicating an understanding of relevant material.

GRADE 1 | EXAM CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Communication and Technical Skills: Task 1 consists of two components, as follows:</p> <p>1.1 The learner introduces themselves to the examiner, stating their name and a few facts about themselves, for approximately 20–30 seconds. This should include their age, where they live and their favourite colour.</p> <p>1.2 The learner prepares one of the following tongue twisters which must be repeated five times:</p> <ol style="list-style-type: none"> a) Greek grapes b) Red leather yellow leather c) She sees cheese d) A proper cup of coffee e) Swan swam over the sea f) Twelve twirling twins 	20
<p>Task 2 - Presentation: The learner prepares and delivers either one of the following options:</p> <p>1.1 A published poem of the learner's own choice. For suggested poems appropriate for Grade 1, see here.</p> <p>1.2 A poem, rap, speech or story, devised and written by the learner, on one of the following titles:</p> <ol style="list-style-type: none"> a) My favourite place b) A great day c) What makes a good friend d) A toy I would invent e) What if I had wings? <p>The task must:</p> <ul style="list-style-type: none"> ▪ be between 1 and 3 minutes in duration ▪ be delivered to a wider imagined audience and not solely to the examiner ▪ be delivered from memory. For speeches only, small prompt cards may be used sparingly, but speeches must not be read <p>Simple visual or audio aids (e.g., pictures, music) may be used if preferred, but are not mandatory, and their use is not assessed separately. For further guidance please see here</p>	60
<p>Task 3 - Conversation: The examiner will ask the learner two questions based on any one of the following topics:</p> <ul style="list-style-type: none"> ▪ The preparation of Task 1 ▪ The learner's favourite part of the exam <p>For further guidance on all examination Tasks, please see here</p>	20

GRADE 1 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
Learning Outcome 1: Present relevant material, based on the spoken word, to an (imagined) audience with fluency	<ul style="list-style-type: none"> ▪ Demonstrate secure preparation ▪ Present the prepared material with understanding, fluency and some confidence ▪ Demonstrate a basic awareness of an imagined audience (Presentation only) 	Task 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Demonstrate vocal skills, including basic use of phrasing and timing, to reflect the content of the material (Presentation only) ▪ Demonstrate basic use of facial expression and body language to reflect the content of the material (Presentation only) 	Task 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 3: Participate in conversation, communicating an understanding of relevant material	<ul style="list-style-type: none"> ▪ Communicate an understanding of the preparation of Task 1 ▪ Participate in conversation, listening and responding appropriately, clearly, and with some confidence 	Task 3 (Conversation)

GRADE 1 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The learner demonstrated the introduction and tongue twister fluently throughout, and with some confidence. There was evidence of secure and thorough preparation, and work was presented with consistent understanding, fluency and awareness of the imagined audience. Speech was clear and audible, and there was sustained use of basic vocal skills, facial expression and body language, to reflect the content.</p> <p>The learner communicated a full understanding of the preparation of Task 1, and participated in conversation with the examiner clearly and appropriately throughout, and with some confidence.</p>
Merit (65–84 marks)	<p>The learner demonstrated the introduction and tongue twister securely most of the time, and with some confidence. There was evidence of secure preparation and work was presented with general understanding, fluency and awareness of the imagined audience. Speech was mostly clear and audible, and there was generally secure use of basic vocal skills, facial expression and body language, to reflect the content.</p> <p>The learner communicated a general understanding of the preparation of Task 1, and participated in conversation with the examiner clearly and appropriately for the majority, and with some confidence.</p>
Pass (50–64 marks)	<p>The learner demonstrated an acceptable introduction and tongue twister, although these may have lacked clarity and/or fluency at times. There was some evidence of secure preparation and work was presented with some understanding, fluency and awareness of the imagined audience. There was also some use of basic vocal skills, facial expression and body language to reflect the content.</p> <p>The learner communicated a basic understanding of the preparation of Task 1, and participated in conversation with the examiner appropriately and clearly some of the time, although there may have been hesitations.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. There was limited or no evidence of secure preparation and limited or no sense of fluency and awareness of the imagined audience in the presentation. Use of basic vocal skills, facial expression and/or body language to reflect the content were rarely, or never, evident.</p> <p>There was limited or no evidence of an understanding of the preparation of Task 1, and little, or no, clear and appropriate participation in the conversation.</p>

GRADE 2 | EXAM CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Communication and technical skills: Task 1 consists of two components, as follows:</p> <p>1.1 The learner introduces themselves to the examiner, stating their name and a few facts about themselves for approximately 30–40 seconds. This should include their age, where they live, and something they like to do in their spare time. For further guidance see here.</p> <p>1.2 The learner prepares and delivers one of the following tongue twisters which must be repeated five times:</p> <ul style="list-style-type: none"> a) Bad money, mad bunny b) Zebras zig and zebras zag c) Friendly fleas and fireflies d) Fifty thousand fluffy feathers e) Cooks cook cupcakes quickly f) Betty Botter bought some butter 	20
<p>Task 2 - Presentation: The learner prepares and delivers either one of the following options:</p> <p>1.1 A published poem of the learner's own choice. For suggested poems appropriate for Grade 2, see here.</p> <p>1.2 A poem, rap, speech or story, devised and written by the learner, on one of the following titles:</p> <ul style="list-style-type: none"> a) My superhero b) A special occasion c) My three wishes d) How will recycling help us? e) What if I won the lottery? f) Someone I'd like to switch places with for a day <p>The task must:</p> <ul style="list-style-type: none"> ▪ be between 1½ and 3 minutes in duration ▪ be delivered to a wider imagined audience and not solely to the examiner ▪ be delivered from memory. For speeches only, small prompt cards may be used sparingly, but speeches must not be read <p>Simple visual or audio aids (e.g., pictures, music) may be used if preferred, but are not mandatory, and their use is not assessed separately.</p> <p>For further guidance please see here</p>	60
<p>Task 3 - Conversation: The examiner will ask the learner two questions based on any one of the following topics:</p> <ul style="list-style-type: none"> ▪ The preparation of Task 2 ▪ Challenges of the exam <p>For further guidance on all examination Tasks, please see here</p>	20

GRADE 2 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
Learning Outcome 1: Present relevant material, based on the spoken word, to an (imagined) audience with fluency	<ul style="list-style-type: none"> ▪ Demonstrate secure preparation ▪ Present prepared material with understanding, fluency and some confidence ▪ Demonstrate an awareness of an imagined audience (Presentation only) 	Task 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Use vocal skills, including appropriate variations in volume, phrasing and timing, to reflect the content (Presentation only) ▪ Demonstrate basic use of facial expression and body language to reflect the content (Presentation only) 	Task 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 3: Participate in conversation, communicating an understanding of relevant material.	<ul style="list-style-type: none"> ▪ Communicate an understanding of the preparation of Task 2 ▪ Participate in conversation, listening and responding appropriately and with some confidence 	Task 3 (Conversation)

GRADE 2 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The learner demonstrated the introduction and tongue twister fluently throughout, and with some confidence. There was evidence of secure and thorough preparation and work was presented with consistent understanding, fluency and awareness of the imagined audience. Speech was clear and audible, and there was sustained use of a variety of relevant vocal skills, facial expression and body language, to reflect the content, throughout.</p> <p>A detailed understanding of the preparation of Task 2 was evident and the learner participated in conversation with the examiner clearly, appropriately and with confidence throughout.</p>
Merit (65–84 marks)	<p>The learner demonstrated the introduction and tongue twister with clarity and fluency most of the time. There was evidence of secure preparation and work was presented with general understanding, fluency and awareness of the imagined audience. Speech was mostly clear and audible. A generally secure range of relevant vocal skills, facial expression and body language were evident to reflect the content.</p> <p>A general understanding of the preparation of Task 2 was evident and the learner participated in conversation with the examiner clearly and appropriately for the majority, and with some confidence.</p>
Pass (50–64 marks)	<p>The learner demonstrated an acceptable introduction and tongue twister, although these may have lacked fluency. There was some evidence of secure preparation and work was presented with some understanding, audibility and clarity. There was also some appropriate, although basic, use of vocal skills, facial expression and body language to reflect the content.</p> <p>A basic understanding of the preparation of Task 2 was evident and the learner participated in conversation with the examiner appropriately and clearly some of the time, although there may have been hesitations.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. There was limited or no evidence of secure preparation and/or appropriate use of vocal skills and facial expression/ body language to reflect the content.</p> <p>There was limited or no evidence of an understanding of the preparation of Task 2 and limited, or no, clear and appropriate participation in the conversation.</p>

GRADE 3 | EXAM CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Communication and technical skills: Task 1 consists of two components, as follows:</p> <p>1.1 The learner introduces themselves to the examiner, stating their name and a few facts about themselves for approximately 40-50 seconds. This may include their age, where they live, and something they would like to do in the future.</p> <p>1.2 The learner prepares and delivers one of the following tongue twisters which must be repeated five times:</p> <ul style="list-style-type: none"> a) Benevolent elephants b) The blue bluebird blinks c) Scissors sizzle, thistles sizzle d) Six sticky skeletons e) Chip shops fish shops f) Three free throws 	20
<p>Task 2 - Presentation: The learner devises, prepares and delivers a speech on one of the following titles:</p> <ul style="list-style-type: none"> a) If I could have dinner with anyone b) My perfect world c) How to save money d) My favourite hobby and why you should try it e) If I could travel through time f) Habits - good or bad! <p><i>The speech must:</i></p> <ul style="list-style-type: none"> ▪ be between 2 and 3 minutes in duration ▪ be delivered to a wider imagined audience and not solely to the examiner ▪ be delivered from memory. Small prompt cards may be used sparingly, but speeches must not be read <p>Simple visual or audio aids (e.g., pictures, music) may be used if preferred, but are not mandatory, and their use is not assessed separately.</p> <p>For further guidance please see here</p>	60
<p>Task 3 - Discussion: The examiner will ask the learner two questions based on any of the following topics:</p> <ul style="list-style-type: none"> ▪ The preparation of the tasks ▪ Challenges of the exam ▪ The reason behind the choice of title for Task 2 <p>The examiner presents the learner with a photograph or picture, and invites them to reflect on it for approximately 60 seconds. The examiner then invites the learner to describe the picture for 30-60 seconds.</p> <p>For further guidance on all examination Tasks, please see here</p>	20

GRADE 3 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
Learning Outcome 1: Present relevant material, based on the spoken word, to an (imagined) audience with fluency	<ul style="list-style-type: none"> ▪ Demonstrate secure preparation ▪ Prepare and present chosen material, including own ideas, with understanding, fluency and confidence ▪ Demonstrate an awareness of an imagined audience (Presentation only) 	Task 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Use vocal skills, including relevant variations in volume, phrasing and timing, to reflect the content and mood (Presentation only) ▪ Use facial expression and body language to reflect the content and mood (Presentation only) 	Task 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 3: Participate in conversation, communicating an understanding of relevant material	<ul style="list-style-type: none"> ▪ Communicate an understanding of the preparation undertaken/exam challenges ▪ Participate in conversation and describe a picture clearly, appropriately and with confidence 	Task 3 (Conversation)

GRADE 3 | GRADE DESCRIPTORS

Distinction (85 marks and above)	<p>The learner demonstrated the introduction and tongue twister securely and confidently throughout. There was evidence of thorough preparation, and work was presented with consistent understanding, fluency and awareness of the imagined audience. Speech was clear and audible, and there was sustained and convincing use of a variety of relevant vocal skills, facial expression and body language, to reflect the content and mood throughout.</p> <p>A detailed understanding of preparation/exam challenges was evident, and the learner participated in conversation with the examiner confidently, describing the picture clearly and appropriately throughout.</p>
Merit (65–84 marks)	<p>The learner demonstrated the introduction and tongue twister securely and with confidence most of the time. There was evidence of secure preparation and work was presented with general understanding, fluency and awareness of the imagined audience. Speech was mostly clear and audible. A secure and confident range of relevant vocal skills, facial expression and body language were evident to reflect content and mood for the majority.</p> <p>A generally secure understanding of preparation/exam challenges was evident, and the learner participated in conversation with the examiner with some confidence, describing the picture clearly and appropriately for the majority.</p>
Pass (50–64 marks)	<p>The learner demonstrated an acceptable introduction and tongue twister, although these may have lacked some fluency and/or clarity. There was evidence of generally secure preparation and work was presented with some understanding, fluency and awareness of the imagined audience. Some appropriate, although basic, use of vocal skills, facial expression and body language was evident to reflect content and mood.</p> <p>Some understanding of preparation/exam challenges was evident, and the learner participated in conversation with the examiner with some confidence, describing the picture clearly and appropriately some of the time, although there may have been hesitations.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. There was limited or no evidence of secure preparation and/or appropriate use of vocal skills and facial expression/ body language to reflect the content and mood.</p> <p>There was limited or no evidence of an understanding of preparation/exam challenges and limited, or no, clear and appropriate participation in the conversation and/or a reluctance to describe the picture.</p>

FACE TO FACE / LIVE STREAMED EXAM CONTENT

Grades 4–5 Learning Outcomes:

Learners will be able to:

1. Present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency
2. Demonstrate verbal and non-verbal skills required for public speaking
3. Engage in discussion, communicating an understanding of preparation and research techniques, and conveying own ideas

GRADE 4 | EXAM CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly.</p> <p>Introduction: The learner introduces themselves to the examiner, stating their name. The learner then states the chosen title of their presentation, their imagined audience and environment, circumstance or setting, and explains the reason for their choice of title, as well as that of their method of delivery (i.e. rap, poem, story, or speech – see below).</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ol style="list-style-type: none">a) My favourite book and why you should read itb) A picture or object that inspires mec) Save the Planetd) The power of musice) If I was invisiblef) Best season of the year <p>The presentation only must be delivered to an imagined audience and not solely to the examiner. All aspects of the task must be delivered from memory.</p> <p>The total time taken for this task, including the introduction, must be between 3 and 5 minutes.</p> <p>Simple visual or audio aids (e.g. pictures, music) may be used if preferred, but are not mandatory, and will not be assessed.</p>	40
<p>Task 2 - Presentation: The learner devises, prepares and delivers a speech of their own choice using their own ideas.</p> <p>Prior to the presentation, the learner must inform the examiner of the chosen title or topic, and the imagined audience for whom the speech is intended, including type, size and setting.</p> <p><i>The speech must:</i></p> <ul style="list-style-type: none">▪ provide some contrast in style from Task 1 (e.g.. formal / informal / persuasive / humorous / informative etc.)▪ be between 2 and 4 minutes in duration▪ be delivered to a wider imagined audience and not solely to the examiner <p>Small prompt cards may be used sparingly for this task; however, speeches must not be read. Simple visual or audio aids (e.g. pictures, music) may be used if preferred, but are not mandatory, and will not be assessed.</p> <p>For further guidance please see here</p>	35

<p>Task 3 - Discussion: The examiner will ask the learner questions based on the following topics:</p> <ul style="list-style-type: none"> ▪ The preparation and research undertaken for either Task 1 or Task 2 <p>The examiner then presents the learner with an object, and invites the learner to reflect on the object for 1 minute. The examiner then invites the learner to sell the object back to them for 50-60 seconds. Note that:</p> <ul style="list-style-type: none"> ▪ If necessary, the examiner will advise the learner when 60 seconds is up ▪ When selling the object, the learner may engage the examiner in conversation if they wish, but this is not mandatory ▪ examiners will always agree to buy back the object at the end of the task, regardless of methods used or effectiveness of the pitch ▪ physical contact with the examiner is not permitted <p>For further guidance on all examination Tasks, please see here</p>	25
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GRADE 4 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Present material using own ideas, demonstrating evidence of subject knowledge and an identifiable structure (presentations only) ▪ Present with fluency, confidence and awareness of audience 	<p>Task 1 & 2 (Introduction Presentations)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction. ▪ Demonstrate use of relevant vocal skills, including appropriate variations in vocal emphasis, phrasing and timing, to reflect the content of the material and engage the imagined audience (presentations only) ▪ Use relevant facial expression, eye contact and body language to reflect the content of the material and engage the imagined audience (presentations only) 	<p>Task 1 & 2 (Introduction Presentations)</p>
<p>Learning Outcome 3: Engage in discussion, communicating an understanding of preparation and research techniques, and conveying own ideas</p>	<ul style="list-style-type: none"> ▪ Engage in discussion, demonstrating an understanding of own preparation and research ▪ Demonstrate an ability to convey impromptu ideas to sell a given object, clearly, spontaneously, and with a sense of persuasiveness 	<p>Task 3 (Discussion)</p>

GRADE 4 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>A confident and convincing explanation of the reasons behind choices was demonstrated. The work presented was fluent, audible and diction was clear throughout. There was evidence of thorough preparation, a clearly identifiable structure and a detailed understanding of the subject and content during the presentations. Expressive and confident use of a wide range of relevant vocal skills, facial expression and body language to reflect the subject and content, and to engage the imagined audience.</p> <p>A detailed understanding of the preparation and research undertaken was evident, and the learner engaged in discussion with the examiner confidently. A convincing and confident ability to convey impromptu ideas to sell the given object with clarity, spontaneity, and a sense of persuasiveness, was evident throughout.</p>
Merit (65–84 marks)	<p>A generally secure and confident explanation of the reasons behind choices was demonstrated. The work presented was mostly fluent and audible, and diction was mostly clear. There was evidence of thorough preparation, an identifiable structure and a secure understanding of the subject and content most of the time during the presentations. A generally secure range of relevant vocal skills, facial expression and body language was used to reflect the subject and content, and to engage the imagined audience.</p> <p>A secure understanding of the preparation and research undertaken was evident, and the learner engaged in discussion with the examiner confidently most of the time. A secure ability to convey impromptu ideas to sell the given object with clarity, spontaneity, and a sense of persuasiveness, was evident for the majority.</p>
Pass (50–64 marks)	<p>A basic explanation of the reasons behind choices was delivered with some clarity and confidence. The work presented showed evidence of fluency, audibility, and clarity of diction some of the time. There was some evidence of thorough preparation and an identifiable structure. An understanding of the subject and content was evident some of the time during the presentations. A limited range of relevant vocal skills, facial expression and body language was used to reflect the subject and content, and to engage the imagined audience.</p> <p>Some understanding of the preparation and research undertaken was evident. The learner engaged in discussion with the examiner, demonstrating some ability to convey impromptu ideas to sell the given object with clarity, spontaneity, and a sense of persuasiveness, although there may have been hesitations.</p>
Unclassified (0–49 marks)	<p>The work presented may have lacked audibility and clarity of diction throughout, or most of the time. There may have been several lapses in fluency. An explanation of the reasons behind choices was limited, unclear or not attempted. There was limited evidence of thorough preparation, an identifiable structure and/or an understanding of the subject and content during the presentations. There was very limited evidence of relevant vocal skills, facial expression and body language to reflect the subject and content or to engage the imagined audience.</p> <p>There was very limited evidence of an understanding of own preparation and research, and limited evidence of an ability to convey impromptu ideas to sell the given object with clarity, spontaneity, and/or a sense of persuasiveness.</p>

GRADE 5 | EXAM CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly.</p> <p>Introduction: The learner introduces themselves to the examiner, stating their name. The learner then states the chosen title of their presentation, their imagined audience and environment, circumstance or setting, and explains the reason for their choice of title, as well as that of their method of delivery (i.e. rap, poem, story, or speech – see below).</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ul style="list-style-type: none"> a) Digital learning b) The air we breathe c) A cultural heritage story retold from the learner's perspective d) Space e) Social Media f) Bravery <p>The presentation only must be delivered to an imagined audience and not solely to the examiner. All aspects of the task must be delivered from memory.</p> <p>The total time taken for this task, including the introduction, must be between 3 and 5 minutes.</p>	40
<p>Task 2 - Presentation: The learner devises, prepares and delivers a speech of their own choice using their own ideas.</p> <p>Prior to the presentation, the learner must inform the examiner of the chosen title or topic, and the imagined audience for whom the speech is intended, including type, size and setting.</p> <p><i>The speech must be:</i></p> <ul style="list-style-type: none"> ▪ delivered in a contrasting style from Task 1 (e.g. formal / informal / persuasive / humorous / informative etc.) ▪ be between 2 and 4 minutes in duration ▪ delivered to an imagined audience and not solely to the examiner <p>Small prompt cards may be used sparingly for this task; however, speeches must not be read.</p> <p>Simple visual or audio aids (e.g. pictures, music) may be used if preferred, but are not mandatory, and will not be assessed.</p> <p>For further guidance please see here</p>	35
<p>Task 3 - Discussion: The examiner will ask the learner questions based on the following topics:</p> <ul style="list-style-type: none"> ▪ The preparation and research undertaken for either Task 1 or Task 2 <p>The examiner will initiate an interview-style discussion with the learner for approximately 3 minutes.</p> <p>For examples of questions that may be asked, and further guidance on all examination Tasks, please see here</p>	25

GRADE 5 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Present prepared material using own ideas, demonstrating subject knowledge, an identifiable structure, and vocabulary which is appropriate for the subject and imagined audience (presentations only) ▪ Present with fluency, confidence and awareness of audience 	<p>Task 1 & 2 (Introduction Presentations)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Demonstrate use of relevant vocal skills, including appropriate variations in vocal emphasis, phrasing, inflection and tone, to reflect the content of the material and engage the imagined audience ▪ Demonstrate relevant use of facial expression, eye contact and body language to reflect the content of the material and engage the imagined audience 	<p>Task 1 & 2 (Introduction Presentations)</p>
<p>Learning Outcome 3: Engage in discussion, communicating an understanding of preparation and research techniques, and conveying own ideas.</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of own preparation and research ▪ Engage in an interview-style discussion, and convey own ideas clearly, meaningfully, confidently and with appropriate energy and body language 	<p>Task 3 (Discussion)</p>

GRADE 5 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>A confident and convincing explanation of the reasons behind choices was demonstrated. The work presented was fluent, audible and diction was clear throughout. There was evidence of thorough preparation, a clearly identifiable structure and a detailed understanding of the subject and content during the presentations. Convincing use of a range of relevant vocal skills, facial expression and body language to reflect the subject and content, and to engage the imagined audience. A sense of spontaneity was consistently evident.</p> <p>The learner demonstrated a detailed understanding of the preparation and research undertaken, and engaged in discussion with the examiner confidently, conveying their ideas clearly, meaningfully, and with unforced and appropriate energy and body language throughout.</p>
Merit (65–84 marks)	<p>A generally secure and confident explanation of the reasons behind choices was demonstrated. The work presented was mostly fluent and audible, and diction was mostly clear. There was evidence of thorough preparation, an identifiable structure and a secure understanding of the subject and content most of the time during the presentations. A generally secure range of relevant vocal skills, facial expression and body language was used to reflect the subject and content, and to engage the imagined audience. A sense of spontaneity was evident for the majority.</p> <p>The learner demonstrated a secure understanding of the preparation and research undertaken, and engaged in discussion with the examiner confidently, conveying their ideas clearly and meaningfully for the majority, and with generally appropriate energy and body language.</p>
Pass (50–64 marks)	<p>A basic explanation of the reasons behind choices was delivered with some clarity and confidence. The work presented showed evidence of fluency, audibility, and clarity of diction some of the time. There was some evidence of thorough preparation and an identifiable structure. An understanding of the subject and content was evident some of the time during the presentations. A limited range of relevant vocal skills, facial expression and body language was used to reflect the subject and content, and to engage the imagined audience. A sense of spontaneity was sometimes evident.</p> <p>The learner demonstrated some understanding of the preparation and research undertaken, and engaged in discussion with the examiner, conveying their ideas with some clarity, appropriate energy and body language.</p>
Unclassified (0–49 marks)	<p>The work presented may have lacked audibility and clarity of diction throughout, or most of the time. There may have been several lapses in fluency. An explanation of the reasons behind choices was limited, unclear or not attempted. There was limited evidence of thorough preparation, an identifiable structure and/or an understanding of the subject and content during the presentations. There was very limited evidence of relevant vocal skills, facial expression and body language to reflect the subject and content or to engage the imagined audience. A sense of spontaneity was rarely evident.</p> <p>In discussion with the examiner, there was very limited evidence of an ability to discuss topics clearly, meaningfully, and/or with appropriate energy and body language, or the discussion was not attempted</p>

FACE TO FACE / LIVE STREAMED EXAM CONTENT

Grades 6–8 Learning Outcomes:

Learners will be able to:

1. Introduce and present relevant material based on the spoken word, using own ideas, to an (imagined) audience
2. Demonstrate verbal and non-verbal skills required for effective public speaking
3. Engage in an interview meaningfully, communicating an understanding of techniques required for public speaking

GRADE 6 | EXAM CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly.</p> <p>Introduction: The learner introduces themselves to the examiner, stating their name. The learner then states the chosen title of their presentation, their imagined audience and environment, circumstance or setting, and explains the reason for their choice of title, as well as that of their method of delivery (i.e. rap, poem, story, or speech).</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ol style="list-style-type: none"> a) A topical issue b) Mental health c) A person who inspires me (past or present) d) Climate change e) What is Art? f) The importance of communication <p>The presentation, including the introduction, must be between 3 and 5 minutes in duration. This task must be delivered from memory.</p> <p>Simple visual or audio aids (e.g., pictures, music) may be used, but are not mandatory, and will not be assessed.</p>	40
<p>Task 2 - Presentation: The learner devises, prepares and delivers a speech of their own choice using their own ideas.</p> <p><i>The speech must:</i></p> <ul style="list-style-type: none"> ▪ be delivered in a contrasting style from Task 1 (e.g. formal / informal / persuasive / humorous / informative etc.) ▪ be between 3 and 4 minutes in duration ▪ be delivered to a wider imagined audience of at least 30 people <p>Prior to the presentation, the learner must inform the examiner of the chosen title or topic, and the imagined audience for whom the speech is intended, including type, size and setting.</p> <p>Small prompt cards may be used sparingly for this task, however, speeches must not be read.</p> <p>Simple visual or audio aids (e.g. pictures, music) may be used if preferred, but are not mandatory, and will not be assessed.</p>	35
<p>Task 3 - Interview Skills:</p> <ol style="list-style-type: none"> a) The examiner will ask two questions relating to the effective use of vocal expression, facial play, and body language in public speaking b) The examiner will ask questions in an interview-style discussion with the learner for approximately 3 minutes <p>For examples of questions that may be asked, and further guidance on all examination Tasks, please see here</p>	25

GRADE 6 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Introduce and present relevant material based on the spoken word, using own ideas, to an (imagined) audience</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Prepare and present material using own ideas, demonstrating subject knowledge and an identifiable structure ▪ Use a range of vocabulary appropriate to the subject, style and imagined audience ▪ Present with fluency, confidence, a sense of ownership, spontaneity and awareness of audience 	<p>Task 1 & 2 (Introduction & Presentations)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for effective public speaking</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Demonstrate effective use of relevant vocal skills, including appropriate variations in vocal emphasis, phrasing and inflection, to reflect the content of the material and engage the imagined audience ▪ Use appropriate facial expression, body language, eye contact and dynamics to reflect the content of the material and engage the imagined audience 	<p>Task 1 & 2 (Introduction & Presentations)</p>
<p>Learning Outcome 3: Engage in an interview meaningfully, communicating an understanding of techniques required for public speaking</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the effective use of vocal expression, facial play, and body language in public speaking ▪ Demonstrate an ability to summarise and convey own ideas and opinions clearly and meaningfully ▪ Engage in an interview, listening and responding clearly, confidently and with appropriate energy and body language 	<p>Task 3 (Interview)</p>

GRADE 6 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The relevant assessment criteria were demonstrated to a consistently high standard. In the presentations there was sustained and convincing evidence of thorough preparation and detailed subject knowledge. The learner presented with fluency, ownership, dynamic variation, and a sense of spontaneity throughout. A detailed and sensitive awareness of the audience was consistently evident. A comprehensive range of integrated vocal and physical skills were used to reflect the content and engage an audience throughout.</p> <p>A detailed understanding of public speaking techniques was evident, along with an ability to clearly articulate and summarise own ideas and opinions. The learner engaged in the interview clearly, confidently, and with appropriate and unforced energy and body language throughout, demonstrating a convincing ability to summarise and convey their own ideas and opinions effectively.</p>
Merit (65–84 marks)	<p>The relevant assessment criteria were demonstrated securely most of the time. In the presentations there was evidence of thorough preparation and detailed subject knowledge for the majority. The learner presented with fluency, ownership, dynamic variation, and a sense of spontaneity most of the time. A sensitive awareness of the audience was evident, and a secure range of integrated vocal and physical skills were used to reflect the content and engage an audience for the majority.</p> <p>A secure understanding of public speaking techniques was evident. The learner engaged in the interview clearly, confidently, and with appropriate energy and body language for the majority of the time, demonstrating a generally secure ability to summarise and convey their own ideas and opinions effectively.</p>
Pass (50–64 marks)	<p>The relevant assessment criteria for the relevant grade were demonstrated to an acceptable standard overall. In the presentations there was some evidence of thorough preparation and generally sound subject knowledge. The learner presented with some sense of fluency, ownership and dynamic variation. A sense of spontaneity was evident but limited. A sensitive awareness of the audience was sometimes evident, and a limited range of integrated vocal and physical skills were used to reflect the content and engage the imagined audience.</p> <p>An acceptable understanding of relevant public speaking techniques was evident. The learner engaged in the interview with some clarity, confidence, appropriate energy and body language. There was evidence of an acceptable ability to summarise and convey own ideas and opinions, although there may have been hesitations/limitations.</p>
Unclassified (0–49 marks)	<p>The relevant assessment criteria for the relevant grade were not demonstrated to an acceptable standard for the majority of the time, or throughout. In the presentations there was limited or no evidence of thorough preparation and subject knowledge. The learner presented with a very limited sense of fluency, ownership, dynamics, and/or a sense of spontaneity. A sensitive awareness of the audience was very limited, or not evident. There was limited or no evidence of integrated vocal and physical presentation skills.</p> <p>In the interview, there was very limited understanding of public speaking techniques evident, and/or a very limited ability to summarise and convey own ideas and opinions. There may also have been very limited evidence of clarity, appropriate energy/body language, and/or confidence.</p>

GRADE 7 | EXAM CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly.</p> <p>Introduction: The learner introduces themselves to the examiner, stating their name. The learner then states the chosen title of their presentation, their imagined audience and environment, circumstance or setting, and explains the reason for their choice of title, as well as that of their method of delivery (i.e. rap, poem, story, or speech – see below).</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ul style="list-style-type: none"> a) An idea for a new business venture b) An issue affecting society c) A career I aspire to d) The traits of a good leader e) What does real wealth mean to you? f) Relaxation <p>The presentation, including the introduction, must be between 3 and 6 minutes in duration.</p> <p>This task must be delivered from memory.</p> <p>Simple visual or audio aids (e.g. pictures, music) may be used, but are not mandatory, and will not be assessed.</p>	40
<p>Task 2 - Presentation: The learner devises, prepares (from their own research) and delivers a speech using one of the following styles/contexts:</p> <ul style="list-style-type: none"> a) A persuasive speech. The topic is the learner's choice b) A formal speech. The topic is the learner's choice c) A speech in response to an advertisement, blog, social media post or review d) An informative speech on a contentious issue, addressing both sides of the argument <p>The speech must:</p> <ul style="list-style-type: none"> ▪ be between 3 and 5 minutes in duration ▪ be delivered to an imagined audience. The audience type and size is chosen by the learner <p>Prior to the presentation the examiner will ask the learner who the imagined audience are, including type and size.</p> <p>Small prompt cards may be used sparingly for this task, however, speeches must not be read. Simple visual or audio aids (e.g. pictures, music) may be used, but are not mandatory, and will not be assessed.</p> <p>For further guidance please see here</p>	35
<p>Task 3 - Interview:</p> <p>1.1 The examiner will ask two questions relating to the effective use of preparation techniques in public speaking (approximately 2 minutes).</p> <p>1.2 The examiner will initiate an interview-style discussion with the learner on both of the following:</p> <ul style="list-style-type: none"> ▪ Questions relevant to a job interview (approximately 3 minutes) ▪ The examiner hands the learner an advertisement and invites the learner to reflect on the advertisement for 1 minutes. The examiner will use the advertisement to initiate a discussion, including asking the learner about their opinions on the subject matter and effectiveness of the advertisement (approximately 3 minutes) <p>For examples of questions that may be asked, and further guidance on all examination Tasks, please see here</p>	25

GRADE 7 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Introduce and present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency and a sense of ownership of the material</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Present material using own ideas, demonstrating in-depth subject knowledge, and an identifiable structure ▪ Use an imaginative range of vocabulary appropriate to the subject matter, style, and imagined audience ▪ Sustain the presentation with fluency, confidence, a sense of ownership, spontaneity and awareness of audience 	<p>Task 1 & 2 (Introduction & Presentations)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for effective public speaking</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Demonstrate effective use of vocal modulation to reflect the content of the material and engage the imagined audience ▪ Demonstrate appropriate use of facial expression, body language, eye-contact and use of space to reflect the content and style of the material and engage the imagined audience 	<p>Task 1 & 2 (Introduction & Presentations)</p>
<p>Learning Outcome 3: Engage in an interview meaningfully, communicating an understanding of techniques required for public speaking</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the effective use of preparation techniques in public speaking ▪ Demonstrate an ability to evaluate material, summarising and conveying own ideas meaningfully and in depth ▪ Engage in an interview, listening and responding clearly, confidently, spontaneously and with appropriate energy and body language 	<p>Task 3 (Interview)</p>

GRADE 7 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The relevant assessment criteria were demonstrated to a consistently high standard. In the presentations there was consistent evidence of thorough preparation and in-depth subject knowledge. The learner presented with fluency, ownership, dynamic variation, and a sense of spontaneity throughout. A detailed and sensitive awareness of the audience was consistently evident. A comprehensive and imaginative range of integrated vocal and physical skills were used to reflect the content and engage the imagined audience.</p> <p>A detailed understanding of the use of preparation techniques was evident, and a confident and convincing ability to evaluate, convey and summarise own ideas and opinions. The learner engaged in the interview clearly, confidently, fluently, and with appropriate and unforced energy and body language throughout.</p>
Merit (65–84 marks)	<p>The relevant assessment criteria were demonstrated securely most of the time. In the presentations there was evidence of thorough preparation and detailed subject knowledge for the majority of the time. The learner presented with fluency, ownership, dynamic variation, and a sense of spontaneity most of the time. A sensitive awareness of the audience was evident, and a secure range of integrated vocal and physical skills were used to reflect the content and engage the imagined audience for the majority of the time.</p> <p>A secure understanding of the use of preparation techniques was evident, and an ability to articulate and summarise own ideas and opinions. The learner engaged in the interview clearly, confidently, fluently, and with appropriate energy and body language most of the time.</p>
Pass (50–64 marks)	<p>The relevant assessment criteria were demonstrated to an acceptable standard overall. In the presentations there was some evidence of thorough preparation and sound subject knowledge. The learner presented with some sense of fluency, ownership, and dynamic variation. A sense of spontaneity was evident but limited. A sensitive awareness of the audience was sometimes evident, and a limited range of integrated vocal and physical skills were used to reflect the content and engage the imagined audience.</p> <p>Some understanding of the use of preparation techniques was evident, along with some ability to articulate and summarise own ideas and opinions. The learner engaged in the interview clearly and with some confidence, fluency, and appropriate energy, although there may have been hesitations/limitations.</p>
Unclassified (0–49 marks)	<p>The relevant assessment criteria were not demonstrated to an acceptable standard for the majority, or throughout. In the presentations there was limited or no evidence of thorough preparation and subject knowledge. The learner presented with a very limited sense of fluency, ownership, dynamics, and/or a sense of spontaneity. A sensitive awareness of the audience was very limited, or not evident. There was limited or no evidence of integrated vocal and physical presentation skills.</p> <p>There was very limited understanding of the use of preparation techniques evident, and/or a very limited ability to articulate and summarise own ideas and opinions. In the interview there was little or no evidence of fluency, appropriate energy, and/or confidence.</p>

GRADE 8 | EXAM CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly.</p> <p>Introduction: The learner briefly introduces themselves to the examiner, stating their name, their chosen imagined audience and environment, circumstance or setting.</p> <p>The learner then introduces themselves to the chosen imagined audience, stating their name and the title of their presentation, and explains the reason for their choice of title, as well as that of their method of delivery (i.e. rap, poem, story, or speech – see below).</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ul style="list-style-type: none"> a) A letter or speech written by a renowned figure (historical or contemporary), in the learner’s own words b) Human rights c) A law I would introduce d) What is ‘normal’? e) An issue of principle f) The world of advertising <p>The presentation, including the introduction, must be between 4 and 6 minutes in duration.</p> <p>This task must be delivered from memory.</p> <p>Simple visual or audio aids (e.g. pictures, music) may be used, but are not mandatory, and will not be assessed.</p>	40
<p>Task 2 - Presentation: The learner devises, prepares (from their own research), and delivers a speech using one of the following styles/contexts:</p> <ul style="list-style-type: none"> a) A speech in response to a politician or world leader’s address (recent or historic) b) A persuasive speech concerning a recent globally important issue c) An inspirational speech. The topic is the learner’s choice d) A sales pitch. The product is the learner’s choice e) A team motivating speech <p>The speech must:</p> <ul style="list-style-type: none"> ▪ be between 3 and 6 minutes in duration ▪ be delivered to an imagined audience. The audience type and size is chosen by the learner <p>Prior to the presentation, the learner must state the imagined audience for whom the speech is intended.</p> <p>Small prompt cards may be used sparingly. Simple visual or audio aids (e.g. pictures, music) may be used if preferred, but are not mandatory, and will not be assessed.</p> <p>For further guidance please see here</p>	35
<p>Task 3 - Interview:</p> <p>1.1 The examiner will ask two questions relating to the importance of understanding your audience when speaking in public (approximately 2 minutes)</p> <p>1.2 The examiner will initiate an interview-style discussion with the learner on both of the following:</p> <ul style="list-style-type: none"> ▪ Questions relevant to a job interview (approximately 3 minutes) ▪ The examiner will hand the learner a short, printed news article and invite the learner to study it for approximately 1 minute. The examiner will initiate a discussion, including asking the learner about their opinions on the subject matter and the style and effectiveness of the news article (approximately 4 minutes) <p>For examples of questions that may be asked, and further guidance on all examination Tasks, please see here</p>	25

GRADE 8 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Introduce and present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency and a sense of ownership of the material</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Present material using own ideas, demonstrating a comprehensive understanding and sense of ownership of the material, and an identifiable structure ▪ Use an imaginative range of vocabulary appropriate to the subject matter, style and imagined audience ▪ Sustain the presentation with fluency, authority, confidence, a sense of ownership, spontaneity and awareness of audience 	<p>Task 1 & 2 (Presentations)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for effective public speaking</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Demonstrate effective and detailed use of vocal modulation to reflect the content of the material and engage an audience ▪ Demonstrate appropriate and imaginative use of facial expression, body language, dynamics, and use of space to reflect the content and style of the presentation and engage an audience 	<p>Task 1 & 2 (Presentations)</p>
<p>Learning Outcome 3: Engage in an interview meaningfully, communicating an understanding of techniques required for public speaking</p>	<ul style="list-style-type: none"> ▪ Demonstrate an ability to analyse and articulate the importance of understanding your audience when speaking in public ▪ Demonstrate an ability to evaluate material, conveying and summarising own ideas with insight and maturity ▪ Engage in an interview, listening and responding clearly, confidently, maturely, and with appropriate energy and body language 	<p>Task 3 (Interview)</p>

GRADE 8 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The relevant assessment criteria were demonstrated to a consistently high standard. The learner demonstrated evidence of thorough preparation and detailed subject knowledge, and presented with fluency, ownership, dynamic variation, and a sense of spontaneity throughout all, or almost all, of the presentations. A comprehensive and imaginative range of integrated vocal and physical skills were used to reflect the style and content of the presentations, and engage the imagined audience, throughout.</p> <p>A detailed and confident understanding of relevant public speaking techniques was evident, and a convincing ability to convey and summarise own ideas with maturity. The learner engaged in the interview confidently, maturely, and with appropriate and unforced energy and body language throughout.</p>
Merit (65–84 marks)	<p>The relevant assessment criteria were demonstrated to a secure standard for the majority of the time. The learner demonstrated evidence of thorough preparation and secure subject knowledge. There was evidence of fluency, ownership, dynamic variation, and a sense of spontaneity for most of the presentations. A secure range of integrated vocal and physical skills were used to reflect the style and content of the presentations, and engage the imagined audience. There may have been evidence of work of an even higher standard, but this will not have been sustained.</p> <p>An understanding of relevant public speaking techniques was evident, and a generally secure ability to articulate and convey own ideas and opinions with maturity. The learner engaged in the interview confidently, maturely, and with appropriate energy and body language most of the time.</p>
Pass (50–64 marks)	<p>The relevant assessment criteria were demonstrated to an acceptable standard for the majority, or a more secure standard some of the time. The learner demonstrated some evidence of secure preparation and subject knowledge. There was some evidence of fluency, ownership, dynamic variation, and a sense of spontaneity, although there may have been hesitations/limitations. A limited range of integrated vocal and physical skills were used to reflect the style and content of the presentations, and engage the imagined audience.</p> <p>An acceptable level of understanding of relevant public speaking techniques was shown, together with an ability to convey and summarise own ideas and opinions with maturity some of the time. The learner engaged in the interview with some confidence, maturity, and appropriate energy, although there may have been hesitations/limitations.</p>
Unclassified (0–49 marks)	<p>The assessment criteria for the relevant grade were not demonstrated to an acceptable standard for the majority, or throughout. In the presentations there was limited or no evidence of thorough preparation and subject knowledge. The learner presented with a very limited sense of fluency, ownership, dynamics, and/or sense of spontaneity. A sensitive awareness of the audience was very limited, or not evident. There was limited or no evidence of integrated vocal and physical presentation skills.</p> <p>Very limited understanding of public speaking techniques was evident, and/or a very limited ability to convey and summarise own ideas and opinions with maturity. There was very limited evidence of confidence and/or appropriate energy and body language in the interview.</p>

Specifications for Recorded Digital examinations

RECORDED DIGITAL EXAM CONTENT

Entry 2 and Entry 3 Learning Outcomes:

Learners will be able to:

1. Recite a poem, demonstrating an understanding of the content.
2. Demonstrate verbal and non-verbal skills required for public speaking.
3. Communicate an understanding of the poem presented and express own ideas.

ENTRY 2 | CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Communication and technical skills:</p> <p>The learner prepares and recites from memory a poem of their own choice from memory. Prior to the delivery, the learner introduces themselves to camera, stating their name, the title and author of the poem.</p> <p>The following must be adhered to:</p> <ul style="list-style-type: none"> ▪ The poem must be between 20 seconds and 1 minute in duration ▪ The learner may choose to perform the poem to a wider imagined audience, or directly to the camera ▪ A pdf copy of the poem must be provided <p>Suggested poems appropriate for Premiere, along with further guidance, can be found here</p>	60
<p>Task 2 - Understanding and Reflection:</p> <p>Facing and speaking directly to camera, the learner responds to both of the following:</p> <ol style="list-style-type: none"> a) Why did you choose that poem and what do you like about it? b) Choose either a favourite toy or a favourite animal, and say what it is and why you like it. <p>The total time taken for Task 2 must be between 1 and 2 minutes.</p> <p>For further guidance on all examination Tasks, please see here</p>	40

ENTRY 2 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Recite a poem, demonstrating an understanding of the content</p>	<ul style="list-style-type: none"> ▪ Present a chosen poem from memory, demonstrating a simple understanding of the content ▪ Present with some fluency 	<p>Task 1 (Communication, Technical skills)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking</p>	<ul style="list-style-type: none"> ▪ Speak clearly and audibly ▪ Demonstrate use of simple vocal skills to communicate the meaning of the poem 	<p>Task 1 (Communication, Technical skills)</p>
<p>Learning Outcome 3: Communicate an understanding of the poem presented and express own ideas</p>	<ul style="list-style-type: none"> ▪ Demonstrate a basic understanding of the reason for the choice of poem presented in Task 1 ▪ Express own ideas on simple topics, clearly and appropriately 	<p>Task 2 (Understanding and Reflection)</p>

ENTRY 2 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The work presented was audible and diction was clear throughout, or almost throughout. The poem was delivered with fluency, and there was sustained and appropriate use of simple vocal skills to reflect the meaning.</p> <p>A full understanding of the reason for the choice of poem was evident, and the learner expressed their own ideas clearly and appropriately throughout.</p>
Merit (65–84 marks)	<p>The work presented was audible and clear most of the time. The poem was mostly delivered with fluency, and there was generally appropriate use of simple vocal skills to reflect the meaning.</p> <p>A generally secure understanding of the reason for the choice of poem was evident, and the learner expressed their own ideas clearly and appropriately most of the time.</p>
Pass (50–64 marks)	<p>The work presented was audible and clear some of the time, but may have lacked clarity and/or audibility. The poem was presented with some sense of fluency, and some acceptable use of simple vocal skills to reflect the meaning.</p> <p>Some understanding of the reason for the choice of poem was evident, and the learner expressed their own ideas appropriately and with some clarity, although there may have been hesitations.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. The delivery of the poem lacked fluency or was not attempted, and there was very limited or no evidence of appropriate use of simple vocal skills to reflect the content.</p> <p>There was limited or no evidence of an understanding of the reason for the choice of poem and little, or no clear and appropriate expression of own ideas.</p>

ENTRY 3 | CONTENT

Exam Requirement	Maximum marks
<p>Task 1 - Communication and technical skills:</p> <p>The learner prepares and recites from memory a poem of their own choice from memory. Prior to the delivery, the learner introduces themselves to camera, stating their name, the title and author of the poem.</p> <p>The following must be adhered to:</p> <ul style="list-style-type: none"> ▪ The poem must be between 30 seconds and 1 minute in duration ▪ The learner may choose to perform the poem to a wider imagined audience, or directly to the camera ▪ A pdf copy of the poem must be provided <p>Suggested poems appropriate for Debut, along with further guidance, can be found here</p>	60
<p>Task 2 - Understanding and Reflection:</p> <p>Facing and speaking directly to camera, the learner responds to both of the following:</p> <ol style="list-style-type: none"> a) Describe what the poem is about in your own words b) Choose either a favourite meal or a favourite game, describe it and why you like it <p>The total time taken for Task 2 must be between 1 and 2 minutes.</p> <p>For further guidance on all examination Tasks, please see here</p>	40

ENTRY 3 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
Learning Outcome 1: Recite a poem, demonstrating an understanding of the content	<ul style="list-style-type: none"> Present the chosen poem from memory, demonstrating a simple understanding of the content Present with fluency 	Task 1 (Communication, Technical skills)
Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking	<ul style="list-style-type: none"> Speak clearly and audibly Demonstrate use of simple vocal skills, including some use of relevant expression, to reflect the meaning and mood of the poem 	Task 1 (Communication, Technical skills)
Learning Outcome 3: Communicate an understanding of the poem presented and express own ideas	<ul style="list-style-type: none"> Demonstrate an understanding of the poem presented in Task 1 Express own thoughts and ideas clearly and appropriately 	Task 2 (Understanding and Reflection)

ENTRY 3 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The work presented was audible and diction was clear throughout. The poem was delivered with fluency, and there was sustained use of simple vocal skills, including some appropriate dynamic variation, to reflect the meaning and mood.</p> <p>A full understanding of the content of the poem was evident, and the learner expressed their own ideas clearly and appropriately throughout.</p>
Merit (65–84 marks)	<p>The work presented was audible and clear most of the time. The poem was mostly delivered with fluency, and there was generally appropriate use of simple vocal skills, including some appropriate dynamic variation, to reflect the meaning and mood.</p> <p>A generally secure understanding of the content of the poem was evident, and the learner expressed their own ideas clearly and appropriately for the majority.</p>
Pass (50–64 marks)	<p>The work presented was audible and clear some of the time. The poem was presented with some use of simple vocal skills to reflect the meaning and mood, and some sense of fluency, although there may have been hesitations in delivery at times.</p> <p>Some understanding of the content of the poem was evident, and the learner expressed their own ideas clearly and appropriately at times, although there may have been hesitations/lack of clarity.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. The delivery of the poem lacked fluency, and there was very limited or no evidence of appropriate use of simple vocal skills to reflect the content.</p> <p>There was limited or no evidence of an understanding of the content of the poem and little, or no, clear and appropriate expression of own ideas.</p>

RECORDED DIGITAL EXAM CONTENT

Grades 1–3 Learning Outcomes:

Learners will be able to:

1. Present relevant material, based on the spoken word, to an (imagined) audience
2. Demonstrate verbal and non-verbal skills required for public speaking.
3. Communicate an understanding of relevant material, expressing own ideas

GRADE 1 | CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Communication and technical skills: Task 1 consists of two components, as follows:</p> <p>1.1 The learner introduces themselves to the camera, stating their name and a few facts about themselves, for approximately 20–30 seconds. This may include their age, where they live and their favourite colour.</p> <p>1.2 The learner prepares and delivers one of the following tongue twisters which must be repeated five times:</p> <ol style="list-style-type: none"> a) Greek grapes b) Red leather yellow leather c) She sees cheese d) A proper cup of coffee e) Swan swam over the sea f) Twelve twirling twins 	20
<p>Task 2 - Presentation: The learner prepares and delivers one of the following two options:</p> <ul style="list-style-type: none"> ▪ A published poem of the learner’s own choice. For suggested poems appropriate for Grade 1, see here. ▪ A poem, rap, speech or story, devised and written by the learner, on one of the following titles: <ol style="list-style-type: none"> a) My favourite place b) A great day c) What makes a good friend d) A toy I would invent e) What if I had wings? <p>The task must:</p> <ul style="list-style-type: none"> ▪ be between 1 and 3 minutes in duration ▪ be delivered to a wider imagined audience (ie. a face-to-face environment, for example school children in a classroom/school hall etc), and not directly to the camera ▪ be delivered from memory. For speeches only, small prompt cards may be used sparingly, but speeches must not be read <p>Simple visual or audio aids (e.g., pictures, music) may be used if preferred, but are not mandatory, and their use is not assessed separately. For further guidance please see here</p>	60
<p>Task 3 - Understanding and Reflection: Facing and speaking directly to camera, the learner responds to both of the following:</p> <ul style="list-style-type: none"> ▪ What I did to prepare for Task 1 ▪ My favourite part of the exam and why <p>The total time taken for Task 3 must be between 1 and 2 minutes The learner may have the two topics written on prompt cards, but their responses must not be read.</p> <p>For further guidance on all examination Tasks, please see here</p>	20

GRADE 1 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
Learning Outcome 1: Present relevant material, based on the spoken word, to an (imagined) audience	<ul style="list-style-type: none"> ▪ Demonstrate secure preparation ▪ Present the prepared material with understanding, fluency and some confidence ▪ Demonstrate a basic awareness of an imagined audience (Presentation only) 	Tasks 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Demonstrate vocal skills, including basic use of phrasing and timing, to reflect the content of the material (Presentation only) ▪ Demonstrate basic use of facial expression and body language to reflect the content of the material (Presentation only) 	Tasks 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 3: Communicate an understanding of relevant material, expressing own ideas	<ul style="list-style-type: none"> ▪ Communicate an understanding of the preparation of Task 1 ▪ Express own ideas clearly, appropriately, and with some confidence 	Task 3 (Understanding and Reflection)

GRADE 1 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The learner demonstrated the introduction and tongue twister fluently throughout, and with some confidence. There was evidence of secure and thorough preparation, and work was presented with consistent understanding, fluency and awareness of the imagined audience. Speech was clear and audible, and there was sustained use of basic vocal skills, facial expression and body language, to reflect the content.</p> <p>The learner communicated a full understanding of the preparation of Task 1, and expressed their ideas clearly and appropriately throughout, and with some confidence.</p>
Merit (65–84 marks)	<p>The learner demonstrated the introduction and tongue twister securely most of the time, and with some confidence. There was evidence of secure preparation and work was presented with general understanding, fluency and awareness of the imagined audience. Speech was mostly clear and audible, and there was generally secure use of basic vocal skills, facial expression and body language, to reflect the content.</p> <p>The learner communicated a secure understanding of the preparation of Task 1, expressed their ideas clearly and appropriately most of the time, and with some confidence.</p>
Pass (50–64 marks)	<p>The learner demonstrated an acceptable introduction and tongue twister, although these may have lacked clarity and/or fluency at times. There was some evidence of secure preparation and work was presented with some understanding, fluency and awareness of the imagined audience. There was also some use of basic vocal skills, facial expression and body language to reflect the content.</p> <p>The learner communicated some understanding of the preparation of Task 1, and expressed their ideas with some clarity and confidence.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. There was limited or no evidence of secure preparation and limited or no sense of fluency and awareness of the imagined audience. Use of basic vocal skills, facial expression and/or body language to reflect the content were rarely, or never, evident.</p> <p>There was limited or no evidence of an understanding of the preparation of Task 1, and little, or no, evidence of an ability to express ideas clearly and/or with confidence.</p>

GRADE 2 | CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Communication and technical skills: Task 1 consists of two components, as follows:</p> <p>1.1 The learner introduces themselves to the camera, stating their name and a few facts about themselves for approximately 30–40 seconds. This may include their age, where they live, and something they like to do in their spare time. For further guidance see here.</p> <p>1.2 The learner prepares and delivers one of the following tongue twisters which must be repeated five times:</p> <ul style="list-style-type: none"> a) Bad money, mad bunny b) Zebras zig and zebras zag c) Friendly fleas and fireflies d) Fifty thousand fluffy feathers e) Cooks cook cupcakes quickly f) Betty Botter bought some butter 	20
<p>Task 2 - Presentation: The learner prepares and delivers either one of the following options:</p> <p>1.1 Any published poem of the learner’s own choice. For suggested poems appropriate for Grade 2, see here.</p> <p>1.2 A poem, rap, speech or story, devised and written by the learner, on one of the following titles:</p> <ul style="list-style-type: none"> a) My superhero b) A special occasion c) My three wishes d) How will recycling help us? e) What if I won the lottery? f) Someone I’d like to switch places with for a day <p>The task must:</p> <ul style="list-style-type: none"> ▪ be between 1½ and 3 minutes in duration ▪ be delivered to a wider imagined audience (ie, a face-to-face environment, for example school children in a classroom/school hall etc), and not directly to the camera ▪ be delivered from memory. For speeches only, small prompt cards may be used sparingly, but speeches must not be read <p>Simple visual or audio aids (e.g., pictures, music) may be used if preferred, but are not mandatory, and their use is not assessed separately.</p> <p>For further guidance please see here</p>	60
<p>Task 3 - Understanding and Reflection: Facing and speaking directly to camera, the learner responds to both of the following:</p> <ul style="list-style-type: none"> ▪ What I did to prepare for Task 2 ▪ The most challenging part of the exam for me and why <p>The total time taken for Task 3 must be between 1 and 2 minutes</p> <p>The learner may have the two topics written on prompt cards, but their responses must not be read.</p> <p>For further guidance on all examination Tasks, please see here</p>	20

GRADE 2 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
Learning Outcome 1: Present relevant material, based on the spoken word, to an (imagined) audience	<ul style="list-style-type: none"> ▪ Demonstrate secure preparation ▪ Present prepared material with understanding, fluency and some confidence ▪ Demonstrate an awareness of an imagined audience (Presentation only) 	Tasks 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction. ▪ Demonstrate use of vocal skills, including basic variations in volume, phrasing and timing, to reflect the content (Presentation only). ▪ Demonstrate basic use of facial expression and body language to reflect the content (Presentation only) 	Tasks 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 3: Communicate an understanding of relevant material, expressing own ideas	<ul style="list-style-type: none"> ▪ Communicate an understanding of the preparation of Task 2 ▪ Demonstrate an ability to articulate own ideas with clarity, appropriately, and with confidence 	Task 3 (Understanding and Reflection)

GRADE 2 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The learner demonstrated the introduction and tongue twister fluently throughout, and with some confidence. There was evidence of secure and thorough preparation and work was presented with consistent understanding, fluency and awareness of the imagined audience. Speech was clear and audible, and there was sustained use of a variety of relevant vocal skills, facial expression and body language, to reflect the content, throughout.</p> <p>The learner communicated a full understanding of the preparation of Task 2, and expressed their ideas clearly, appropriately and with confidence throughout.</p>
Merit (65–84 marks)	<p>The learner demonstrated the introduction and tongue twister with clarity and fluency most of the time. There was evidence of secure preparation and work was presented with general understanding, fluency and awareness of the imagined audience. Speech was mostly clear and audible. A generally secure range of relevant vocal skills, facial expression and body language were evident to reflect the content.</p> <p>The learner communicated a secure understanding of the preparation of Task 2, and expressed their ideas clearly, appropriately and with confidence for the majority of the time.</p>
Pass (50–64 marks)	<p>The learner demonstrated an acceptable introduction and tongue twister, although these may have lacked fluency. There was some evidence of secure preparation and work was presented with some understanding, audibility and clarity. There was also some appropriate, although basic, use of vocal skills, facial expression and body language to reflect the content.</p> <p>The learner communicated a basic understanding of the preparation of Task 2, and expressed their ideas with some clarity and confidence.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. There was limited or no evidence of secure preparation and/or appropriate use of vocal skills and facial expression/ body language to reflect the content.</p> <p>There was limited or no evidence of an understanding of the preparation of Task 2, and little, or no, evidence of an ability to express ideas clearly and/or with confidence.</p>

GRADE 3 | CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Communication and technical skills: Task 1 consists of two components, as follows:</p> <p>1.1 The learner introduces themselves to the camera, stating their name and a few facts about themselves for approximately 30-40 seconds. This may include their age, where they live, and something they would like to do in the future. For further guidance see here.</p> <p>1.2 The learner prepares and delivers one of the following tongue twisters which must be repeated five times:</p> <ul style="list-style-type: none"> a) Benevolent elephants b) The blue bluebird blinks c) Scissors sizzle, thistles sizzle d) Six sticky skeletons e) Chip shops fish shops f) Three free throws 	20
<p>Task 2 - Presentation: The learner devises, prepares and delivers a speech on one of the following titles:</p> <ul style="list-style-type: none"> a) If I could have dinner with anyone b) My perfect world c) How to save money d) My favourite hobby and why you should try it e) If I could travel through time f) Habits - good or bad! <p><i>The speech must:</i></p> <ul style="list-style-type: none"> ▪ be between 2 and 3 minutes in duration ▪ be delivered to a wider imagined audience (i.e. a face-to-face environment, for example school children in a classroom/school hall etc), and not directly to the camera ▪ be delivered from memory. Small prompt cards may be used sparingly, but speeches must not be read <p>Simple visual or audio aids (e.g., pictures, music) may be used if preferred, but are not mandatory, and their use is not assessed separately.</p> <p>For further guidance please see here</p>	60
<p>Task 3 - Understanding and Reflection: Facing and speaking directly to camera, the learner responds to all of the following:</p> <ul style="list-style-type: none"> ▪ The most challenging part of Task 1 for me, and why ▪ The reason behind the choice of title for Task 2 ▪ What I did to prepare for Task 2 <p>The learner presents to camera two contrasting photographs or pictures of their own choosing. The learner then responds to all of the following:</p> <ul style="list-style-type: none"> ▪ Explain the reason why you chose the two images ▪ Give a description of the images ▪ Explain how and why they differ from each other <p>The total time taken for Task 3 must be between 2 and 5 minutes</p> <p>The learner may have the questions written on prompt cards, but their responses must not be read.</p> <p>For further guidance on all examination Tasks, please see here</p>	20

GRADE 3 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
Learning Outcome 1: Present relevant material, based on the spoken word, to an (imagined) audience	<ul style="list-style-type: none"> ▪ Demonstrate secure preparation. ▪ Present prepared material, including own ideas, with understanding, fluency and confidence ▪ Demonstrate an awareness of an imagined audience (Presentation only) 	Tasks 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Use vocal skills, including relevant variations in volume, phrasing and timing, to reflect the content and mood (Presentation only) ▪ Use facial expression and body language to reflect the content and mood (Presentation only) 	Tasks 1 & 2 (Communication, Technical skills, Presentation)
Learning Outcome 3: Communicate an understanding of relevant material, expressing own ideas	<ul style="list-style-type: none"> ▪ Communicate an understanding of the preparation undertaken/exam challenges ▪ Describe two pictures, and express own ideas clearly, appropriately, and with confidence 	Task 3 (Understanding and Reflection)

GRADE 3 | GRADING DESCRIPTORS

Distinction (85 marks and above)	<p>The learner demonstrated the introduction and tongue twister securely and confidently throughout. There was evidence of thorough preparation, and work was presented with consistent understanding, fluency and awareness of the imagined audience. Speech was clear and audible, and there was sustained and convincing use of a variety of relevant vocal skills, facial expression and body language, to reflect the content and mood throughout.</p> <p>A detailed understanding of preparation/exam challenges was evident. The learner expressed their ideas and described the pictures clearly, appropriately, and with confidence throughout.</p>
Merit (65–84 marks)	<p>The learner demonstrated the introduction and tongue twister securely and with confidence most of the time. There was evidence of secure preparation and work was presented with general understanding, fluency and awareness of the imagined audience. Speech was mostly clear and audible. A secure and confident range of relevant vocal skills, facial expression and body language were evident to reflect content and mood for the majority.</p> <p>A generally secure understanding of preparation/exam challenges was evident. The learner expressed their ideas and described the pictures clearly, appropriately, and with confidence for the majority of the time.</p>
Pass (50–64 marks)	<p>The learner demonstrated an acceptable introduction and tongue twister, although these may have lacked some fluency and/or clarity. There was evidence of generally secure preparation and work was presented with some understanding, fluency and awareness of the imagined audience. Some appropriate, although basic, use of vocal skills, facial expression and body language was evident to reflect content and mood.</p> <p>Some understanding of preparation/exam challenges was evident, and the learner demonstrated some ability to express ideas and describe the pictures clearly and appropriately, although there may have been hesitations.</p>
Unclassified (0–49 marks)	<p>The work presented may have been unclear and/or inaudible for the majority, or throughout. There was limited or no evidence of secure preparation and/or appropriate use of vocal skills and facial expression/ body language to reflect the content and mood.</p> <p>There was limited or no evidence of an understanding of preparation/exam challenges and little, or no, evidence of an ability to express ideas and/or describe the pictures clearly and/or with confidence.</p>

RECORDED DIGITAL EXAM CONTENT

Grades 4–5 Learning Outcomes:

Learners will be able to:

1. Present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency
2. Demonstrate verbal and non-verbal skills required for public speaking
3. Communicate an understanding of preparation and research techniques, and convey own ideas to camera effectively

GRADE 4 | CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly. Task 1 can be delivered to a wider imagined audience or directly to the camera.</p> <p>Introduction: The learner introduces themselves to the camera, stating their name. The learner then states the chosen title of their presentation, their imagined audience and environment, circumstance or setting, and explains the reason for their choice of title, as well as that of their method of delivery (i.e. rap, poem, story, or speech – see below).</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ol style="list-style-type: none"> a) My favourite book and why you should read it b) A picture or object that inspires me c) Save the Planet d) The power of music e) If I was invisible f) Best season of the year <p>All aspects of the task must be delivered from memory.</p> <p>The total time taken for this task, including the introduction, must be between 3 and 5 minutes.</p> <p>Simple visual or audio aids (e.g. pictures, music) may be used if preferred, but are not mandatory, and their use is not assessed separately.</p> <p>For further guidance please see here.</p>	40
<p>Task 2 - Presentation: The learner devises, prepares and delivers a speech of their own choice using their own ideas. Prior to the presentation the learner states to camera who the imagined audience are, including type and size.</p> <p>The speech must:</p> <ul style="list-style-type: none"> ▪ provide some contrast in style from Task 1 (e.g. formal / informal / persuasive / humorous / informative etc) ▪ be between 2 and 4 minutes in duration ▪ be delivered to the imagined audience, as stated, and not directly to the camera. <p>Small prompt cards may be used sparingly for this task; however, speeches must not be read. Simple visual or audio aids (eg, pictures, music) may be used if preferred, but are not mandatory, and their use is not assessed separately.</p> <p>For further guidance please see here</p>	35

<p>Task 3 - Understanding and Reflection: The Task comprises of three parts, as follows:</p> <p>a) Facing and speaking directly to camera, the learner responds to both of the following:</p> <ul style="list-style-type: none"> ▪ The preparation and research undertaken for Task 1 ▪ The preparation and research undertaken for Task 2 <p>b) The learner presents a small object of their own choice to camera, and states their imagined target audience. The learner then advertises the object to camera, with the aim of successfully selling the object to the chosen audience. Note that live animals, or weapons of any kind (e.g. knives, guns) are not permitted.</p> <p>c) The learner reflects on Task 3b, responding to both of the following:</p> <ul style="list-style-type: none"> ▪ Explain the reason for the choice of object and target audience ▪ Explain the effect you wanted to have on your target audience and how you achieved this in your delivery <p>The total time taken for Task 3 must be between 3 and 5 minutes</p> <p>For further guidance on all examination Tasks, please see here</p>	25
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GRADE 4 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Present material using own ideas, demonstrating evidence of subject knowledge and an identifiable structure (presentations only) ▪ Present with fluency and confidence 	<p>Tasks 1 & 2 (Introduction, Presentations)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction. ▪ Demonstrate relevant use of vocal skills, including appropriate variations in vocal emphasis, phrasing and timing, to reflect the content of the material and engage the imagined audience (presentations only) ▪ Use relevant facial expression, eye contact and body language to reflect the content of the material and engage the imagined audience (presentations only) 	<p>Tasks 1 & 2 (Introduction, Presentations)</p>
<p>Learning Outcome 3: Communicate an understanding of preparation and research techniques, and convey own ideas to camera effectively</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of own preparation and research ▪ Demonstrate an ability to convey own ideas clearly, expressively, and with a sense of persuasiveness 	<p>Task 3 (Understanding and Communication Skills)</p>

GRADE 4 | GRADING DESCRIPTORS

<p>Distinction (85 marks and above)</p>	<p>A confident and convincing explanation of the reasons behind choices was demonstrated. The work presented was fluent, audible and diction was clear throughout. There was evidence of thorough preparation, a clearly identifiable structure and a detailed understanding of the subject and content during the presentations. Expressive, convincing, and confident use of a wide range of relevant vocal skills, facial expression and body language to reflect the subject and content, and to engage the imagined audience.</p> <p>A detailed understanding of the preparation and research undertaken was evident, and a convincing and confident ability to convey own ideas clearly, expressively, and with a sense of persuasiveness.</p>
<p>Merit (65–84 marks)</p>	<p>A generally secure and confident explanation of the reasons behind choices was demonstrated. The work presented was mostly fluent and audible, and diction was mostly clear. There was evidence of thorough preparation, an identifiable structure and a secure understanding of the subject and content most of the time during the presentations. A generally secure range of relevant vocal skills, facial expression and body language was used to reflect the subject and content, and to engage the imagined audience.</p> <p>A secure and confident understanding of the preparation and research undertaken was evident, and a generally secure ability to convey own ideas clearly, expressively, and with a sense of persuasiveness.</p>
<p>Pass (50–64 marks)</p>	<p>A basic explanation of the reasons behind choices was delivered with some clarity and confidence. The work presented showed evidence of fluency, audibility, and clarity of diction some of the time. There was some evidence of thorough preparation and an identifiable structure. An understanding of the subject and content was evident some of the time during the presentations. A limited range of relevant vocal skills, facial expression and body language was used to reflect the subject and content, and to engage the imagined audience.</p> <p>The learner demonstrated some understanding of the preparation and research undertaken, and communicated their ideas with some degree of clarity, expression, and a sense of persuasiveness.</p>
<p>Unclassified (0–49 marks)</p>	<p>The work presented may have lacked audibility and clarity of diction throughout, or most of the time. There may have been several lapses in fluency. An explanation of the reasons behind choices was limited, unclear or not attempted. There was limited evidence of thorough preparation, an identifiable structure and/or an understanding of the subject and content during the presentations. There was very limited evidence of relevant vocal skills, facial expression and body language to reflect the subject and content or to engage the imagined audience.</p> <p>There was little or no evidence of an understanding of the preparation and research undertaken, and limited or no evidence of an ability to communicate ideas with clarity, expression, and/or a sense of persuasiveness.</p>

GRADE 5 | CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly. Task 1 can be delivered to a wider imagined audience or directly to the camera.</p> <p>Introduction: The learner introduces themselves to the camera, stating their name. The learner then states the chosen title of their presentation, their imagined audience and environment, circumstance or setting, and explains the reason for their choice of title, as well as that of their method of delivery (i.e. rap, poem, story, or speech – see below).</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ul style="list-style-type: none"> a) Digital learning b) The air we breathe c) A cultural heritage story retold from the learner's perspective d) Space e) Social Media f) Bravery <p>All aspects of the task must be delivered from memory.</p> <p>The total time taken for this task, including the introduction, must be between 3 and 5 minutes.</p> <p>Simple visual or audio aids (e.g., pictures, music) may be used if preferred, but are not mandatory, and will not be assessed.</p> <p>For further guidance please see here.</p>	40
<p>Task 2 - Presentation: The learner devises, prepares and delivers a speech of their own choice using their own ideas.</p> <p><i>The speech must:</i></p> <ul style="list-style-type: none"> ▪ provide some contrast in style from Task 1 (e.g. formal / informal / persuasive / humorous / informative etc.) ▪ be between 3 and 5 minutes in duration ▪ be delivered to the imagined audience, as stated, and not directly to the camera <p>Small prompt cards may be used sparingly for this task; however, speeches must not be read. Simple visual or audio aids (e.g., pictures, music) may be used if preferred, but are not mandatory, and will not be assessed.</p>	35
<p>Task 3 - Understanding and Reflection: The Task comprises of two parts, as follows:</p> <ul style="list-style-type: none"> a) Facing and speaking directly to camera, the learner responds to both of the following: <ul style="list-style-type: none"> ▪ The preparation and research undertaken for Task 1 ▪ The preparation and research undertaken for Task 2 b) The learner delivers a short self-reflective presentation to camera (as if speaking to an interviewer) to include all of the following: <ul style="list-style-type: none"> ▪ My best qualities ▪ My weaknesses ▪ Where I see myself in five years' time <p>The total time taken for Task 3 must be between 3 and 6 minutes</p> <p>The learner may have the questions/topics written on prompt cards, but their responses must not be read.</p> <p>For further guidance on all examination Tasks, please see here</p>	25

GRADE 5 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Present prepared material using own ideas, demonstrating subject knowledge, an identifiable structure, and vocabulary which is appropriate for the subject and imagined audience (presentations only) ▪ Present with fluency and confidence 	<p>Tasks 1 & 2 (Introduction, Presentations)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for public speaking</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Demonstrate use of relevant vocal skills, including appropriate variations in vocal emphasis, phrasing, inflection and tone, to reflect the content of the material and engage the imagined audience ▪ Demonstrate relevant use of facial expression and body language to reflect the content of the material and engage the imagined audience 	<p>Tasks 1 & 2 (Introduction, Presentations)</p>
<p>Learning Outcome 3: Communicate an understanding of preparation and research techniques, and convey own ideas to camera effectively</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of own preparation and research ▪ Demonstrate an ability to convey own ideas clearly, meaningfully, confidently and with appropriate energy and body language 	<p>Task 3 (Understanding and Communication Skills)</p>

GRADE 5 | GRADING DESCRIPTORS

<p>Distinction (85 marks and above)</p>	<p>A confident and convincing explanation of the reasons behind choices was demonstrated. The work presented was fluent, audible and diction was clear throughout. There was evidence of thorough preparation, a clearly identifiable structure and a detailed understanding of the subject and content during the presentations. Convincing use of a range of relevant vocal skills, facial expression and body language to reflect the subject and content, and to engage the imagined audience. A sense of spontaneity was consistently evident.</p> <p>The learner demonstrated a detailed understanding of the preparation and research undertaken, and conveyed their ideas clearly, meaningfully, confidently and with unforced and appropriate energy and body language throughout.</p>
<p>Merit (65–84 marks)</p>	<p>A generally secure and confident explanation of the reasons behind choices was demonstrated. The work presented was mostly fluent and audible, and diction was mostly clear. There was evidence of thorough preparation, an identifiable structure and a secure understanding of the subject and content most of the time during the presentations. A generally secure range of relevant vocal skills, facial expression and body language was used to reflect the subject and content, and to engage the imagined audience. A sense of spontaneity was evident for the majority.</p> <p>The learner demonstrated a secure understanding of the preparation and research undertaken, and conveyed their ideas confidently, clearly, and with appropriate energy and body language most of the time.</p>
<p>Pass (50–64 marks)</p>	<p>A basic explanation of the reasons behind choices was delivered with some clarity and confidence. The work presented showed evidence of fluency, audibility, and clarity of diction some of the time. There was some evidence of thorough preparation and an identifiable structure. An understanding of the subject and content was evident some of the time during the presentations. An acceptable range of relevant vocal skills, facial expression and body language was used to reflect the subject and content, and to engage the imagined audience. A sense of spontaneity was sometimes evident.</p> <p>The learner demonstrated some understanding of the preparation and research undertaken, and communicated their ideas with an acceptable level of clarity, as well as some appropriate energy, and body language.</p>
<p>Unclassified (0–49 marks)</p>	<p>The work presented may have lacked audibility and clarity of diction throughout, or most of the time. There may have been several lapses in fluency. An explanation of the reasons behind choices was limited, unclear or not attempted. There was limited evidence of thorough preparation, an identifiable structure and/or an understanding of the subject and content during the presentations. There was very limited evidence of relevant vocal skills, facial expression and body language to reflect the subject and content or to engage the imagined audience. A sense of spontaneity was rarely evident.</p> <p>There was little or no evidence of an understanding of the preparation and research undertaken, and limited or no evidence of an ability to convey own ideas clearly, meaningfully, and/or with appropriate energy and body language.</p>

RECORDED DIGITAL EXAM CONTENT

Grades 6–8 Learning Outcomes:

Learners will be able to:

1. Introduce and present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency and a sense of ownership of the material.
2. Demonstrate verbal and non-verbal skills required for effective public speaking.
3. Understand the techniques required for public speaking and convey own ideas meaningfully, demonstrating effective communication skills.

GRADE 6 | CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly.</p> <p>Introduction: The learner introduces themselves to the camera, stating their name, the chosen title of their presentation, and the reason they chose the method of delivery (i.e. rap, poem, story, or speech – see below). They then state their target audience, which may be a wider imagined audience, or a speech delivered directly to the camera, and explain the reason for their choice.</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ul style="list-style-type: none"> a) A topical issue b) A person that inspires me (past or present) c) Climate change d) What is Art? e) The importance of communication <p>The presentation, including the introduction, must be between 3 and 5 minutes in duration.</p> <p>This task must be delivered from memory.</p> <p>Simple visual or audio aids (e.g., pictures, music) may be used, but are not mandatory, and will not be assessed.</p>	40
<p>Task 2 - Presentation: The learner devises, prepares and delivers a speech of their own choice using their own ideas.</p> <p>The speech must be:</p> <ul style="list-style-type: none"> ▪ delivered in a contrasting style from Task 1 (e.g. formal / informal / persuasive / humorous / informative etc.) ▪ between 3 and 4 minutes in duration ▪ delivered to a wider imagined audience of at least 30 people <p>Prior to the presentation, the learner must state the imagined audience for whom the speech is intended, including type, size and setting.</p> <p>Small prompt cards may be used sparingly for this task, however, speeches must not be read. Simple visual or audio aids (e.g., pictures, music) may be used, but are not mandatory, and will not be assessed.</p>	35

<p>Task 3 - Understanding and Reflection: The Task comprises of two parts, as follows:</p> <p>a) Either speaking directly to camera, or speaking to a wider imagined audience, the learner responds to all of the following:</p> <ul style="list-style-type: none"> ▪ What makes a good public speaker? ▪ How important is it to use vocal expression in your speech, and why? ▪ If you are on a large stage, with a large audience, how do you think you can use body language to enhance what you are saying? <p>b) The learner delivers a short self-reflective presentation to camera (as if speaking to an interviewer) to include all of the following:</p> <ul style="list-style-type: none"> ▪ An achievement I am proud of ▪ What or who inspires me, and why ▪ A specific challenge I faced, and how I overcame it <p>The total time taken for Task 3 must be between 3 and 6 minutes The learner may have the questions/topics written on prompt cards, but answers must not be read.</p> <p>For further guidance on all examination Tasks, please see here</p>	25
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GRADE 6 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Introduce and present relevant material based on the spoken word, using own ideas, to an (imagined) audience with fluency and a sense of ownership of the material</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Prepare and present material using own ideas, demonstrating subject knowledge and an identifiable structure ▪ Use a range of vocabulary appropriate to the subject, style and imagined audience ▪ Present with fluency, confidence, a sense of ownership, spontaneity and awareness of audience 	<p>Tasks 1 & 2 (Presentations)</p>
<p>Learning Outcome 2: Demonstrate verbal and non-verbal skills required for effective public speaking</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction. ▪ Demonstrate effective use of relevant vocal skills, including appropriate variations in vocal emphasis, phrasing and inflection, to reflect the content of the material and engage the imagined audience ▪ Use appropriate facial expression, eye contact, body language and dynamics to reflect the content of the material and engage the imagined audience 	<p>Tasks 1 & 2 (Presentations)</p>
<p>Learning Outcome 3: Understand the techniques required for public speaking and convey own ideas meaningfully, demonstrating effective communication skills</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the effective use of vocal expression, facial play, and body language in public speaking ▪ Demonstrate an ability to summarise and convey own ideas meaningfully and in depth ▪ Present to an imagined interviewer clearly, confidently and with appropriate energy and body language 	<p>Task 3 (Understanding and Communication Skills)</p>

GRADE 6 | GRADING DESCRIPTORS

<p>Distinction (85 marks and above)</p>	<p>The assessment criteria for were demonstrated to a consistently high standard. In the presentations there was consistent evidence of thorough preparation and detailed subject knowledge. The learner presented with fluency, ownership, dynamic variation, and a sense of spontaneity throughout. A detailed and sensitive awareness of the audience was consistently evident. A comprehensive range of integrated vocal and physical skills were used to reflect the content and engage an audience throughout.</p> <p>A detailed understanding of public speaking techniques was evident. The learner presented to an imagined interviewer (Task 3b) clearly, conveying and summarising their ideas and opinions confidently, fluently, and with appropriate and unforced energy and body language throughout.</p>
<p>Merit (65–84 marks)</p>	<p>The assessment criteria were demonstrated securely most of the time. In the presentations there was evidence of thorough preparation and detailed subject knowledge for the majority of the time. The learner presented with fluency, ownership, dynamic variation, and a sense of spontaneity most of the time. A sensitive awareness of the audience was evident, and a wide range of integrated vocal and physical skills were used to reflect the content and engage an audience for the majority.</p> <p>A secure understanding of relevant public speaking techniques was evident. The learner presented to an imagined interviewer (Task 3b) clearly, conveying and summarising their ideas and opinions confidently, fluently, and with appropriate energy and body language most of the time.</p>
<p>Pass (50–64 marks)</p>	<p>The assessment criteria for the relevant grade were demonstrated to an acceptable standard overall. In the presentations there was some evidence of thorough preparation and generally sound subject knowledge. The learner presented with some sense of fluency, ownership and dynamic variation. A sense of spontaneity was evident but limited. A sensitive awareness of the audience was sometimes evident, and a limited range of integrated vocal and physical skills were used to reflect the content and engage the imagined audience.</p> <p>An acceptable understanding of public speaking techniques was evident. The learner presented to an imagined interviewer (Task 3b), conveying their own ideas and opinions with some clarity, confidence, and appropriate energy and body language, although there may have been hesitations/limitations.</p>
<p>Unclassified (0–49 marks)</p>	<p>The assessment criteria for the relevant grade were not demonstrated to an acceptable standard for the majority of the time, or throughout. In the presentations there was limited or no evidence of thorough preparation and subject knowledge. The learner presented with a very limited sense of fluency, ownership, dynamics, and/or a sense of spontaneity. A sensitive awareness of the audience was very limited, or not evident. There was limited or no evidence of integrated vocal and physical presentation skills.</p> <p>The learner demonstrated a very limited understanding of public speaking techniques. When presenting to an imagined interviewer there was limited or no evidence of an ability to summarise and convey own ideas and opinions clearly, meaningfully, confidently, and/or with appropriate energy and body language.</p>

GRADE 7 | CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly. The presentation can be delivered to a wider imagined audience or directly to the camera.</p> <p>Introduction: The learner introduces themselves to the camera, stating their name, the chosen title of their presentation, and the reason they chose the method of delivery (i.e. rap, poem, story, or speech – see below). They then state their target audience, which may be a wider imagined audience, or a speech delivered directly to the camera, and explain the reason for their choice.</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ul style="list-style-type: none"> a) An idea for a new business venture b) An issue affecting society c) A career I aspire to d) The traits of a good leader e) What is real wealth? f) Relaxation <p>All aspects of the task must be delivered from memory.</p> <p>The presentation, including the introduction, must be between 3 and 6 minutes in duration.</p> <p>This task must be delivered from memory.</p> <p>Simple visual or audio aids (e.g., pictures, music) may be used, but are not mandatory, and will not be assessed.</p>	40
<p>Task 2 - Presentation: The learner prepares and delivers a speech of their one the following styles/contexts:</p> <ul style="list-style-type: none"> a) A persuasive speech. The topic is the learner's choice b) A formal speech. The topic is the learner's choice c) A speech in response to an advertisement, blog, social media post or review d) An informative speech on a contentious issue, addressing both sides of the argument <p><i>The speech must:</i></p> <ul style="list-style-type: none"> ▪ be between 3 and 5 minutes in duration ▪ be delivered to an imagined audience. The audience type and size is chosen by the learner <p>Prior to the presentation, the learner must state the imagined audience for whom the speech is intended, including type, size and setting.</p> <p>Small prompt cards may be used sparingly for this task, however, speeches must not be read. Simple visual or audio aids (e.g., pictures, music) may be used, but are not mandatory, and will not be assessed.</p>	35

<p>Task 3 - Understanding and Reflection: The Task comprises of three parts, as follows:</p> <p>a) Either speaking directly to camera, or to a wider imagined audience, the learner shares their ideas on both of the following topics:</p> <ul style="list-style-type: none"> ▪ The key elements that should be considered when drafting/structuring an effective speech ▪ An effective rehearsal process or warm-up technique that could be used for public speaking <p>b) Facing and speaking directly to camera (as if speaking to an interviewer) the learner responds to the following interview-style topics:</p> <ul style="list-style-type: none"> ▪ A profession that would suit me, and why ▪ What makes a good team player <p>c) The learner presents to camera two contrasting advertisements from newspapers or magazines, of their own choosing. The learner then responds to all of the following:</p> <ul style="list-style-type: none"> ▪ Describe each advertisement ▪ Explain who you think is the target audience is for each ▪ Evaluate the effectiveness of each advertisement ▪ Explain how and why they differ from each other <p>The total time taken for Task 3 must be between 7 and 10 minutes The learner may have the questions/topics written on prompt cards, but their responses must not be read.</p> <p>For further guidance on all examination Tasks, please see here</p>	25
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GRADE 7 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Prepare and present material using own ideas, demonstrating an understanding and sense of ownership of the material</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Present material using own ideas, demonstrating in-depth subject knowledge, and an identifiable structure ▪ Use an imaginative range of vocabulary appropriate to the subject matter, style, and imagined audience ▪ Sustain the presentation with fluency, confidence, a sense of ownership, spontaneity and awareness of audience 	<p>Tasks 1 & 2 (Presentations)</p>
<p>Learning Outcome 2: Demonstrate the skills required for effective public speaking, in relation to the chosen material and imagined audience</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction ▪ Demonstrate effective use of vocal modulation to reflect the content of the material and engage the imagined audience ▪ Demonstrate appropriate use of facial expression, body language, eye-contact and space to reflect the content and style of the material and engage the imagined audience 	<p>Tasks 1 & 2 (Presentations)</p>
<p>Learning Outcome 3: Understand the techniques required for public speaking and convey own ideas meaningfully, demonstrating effective communication skills</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the effective use of preparation techniques in public speaking. ▪ Demonstrate an ability to evaluate material, summarising and conveying own ideas meaningfully and in depth ▪ Present to an imagined interviewer clearly, confidently and with appropriate energy and body language 	<p>Task 3 (Understanding and Communication Skills)</p>

GRADE 7 | GRADING DESCRIPTORS

<p>Distinction (85 marks and above)</p>	<p>The relevant assessment criteria were demonstrated to a consistently high standard. In the presentations there was consistent evidence of thorough preparation and in-depth subject knowledge. The learner presented with fluency, ownership, dynamic variation, and a sense of spontaneity throughout. A detailed and sensitive awareness of the audience was consistently evident. A comprehensive and imaginative range of integrated vocal and physical skills were used to reflect the content and engage the imagined audience.</p> <p>A detailed understanding of the use of preparation techniques was evident, along with a convincing ability to evaluate material, and convey and summarise own ideas. The learner presented to an imagined interviewer clearly, meaningfully, and with appropriate and unforced energy and body language throughout.</p>
<p>Merit (65–84 marks)</p>	<p>The relevant assessment criteria were demonstrated securely most of the time. In the presentations there was evidence of thorough preparation and detailed subject knowledge for the majority. The learner presented with fluency, ownership, dynamic variation, and a sense of spontaneity most of the time. A sensitive awareness of the audience was evident, and a secure range of integrated vocal and physical skills were used to reflect the content and engage the imagined audience for the majority.</p> <p>A secure understanding of the use of preparation techniques was evident, along with a confident ability to evaluate material, and convey and summarise own ideas. The learner presented to an imagined interviewer clearly, confidently, meaningfully, and with appropriate energy and body language most of the time.</p>
<p>Pass (50–64 marks)</p>	<p>The relevant assessment criteria were demonstrated to an acceptable standard overall. In the presentations there was some evidence of thorough preparation and sound subject knowledge. The learner presented with some sense of fluency, ownership, and dynamic variation. A sense of spontaneity was evident but limited. A sensitive awareness of the audience was sometimes evident, and a limited range of integrated vocal and physical skills were used to reflect the content and engage the imagined audience.</p> <p>Some understanding of the use of preparation techniques was evident, along with some ability to evaluate material, and convey and summarise own ideas. The learner presented to an imagined interviewer with some clarity, appropriate energy and body language, although there may have been hesitations/limitations.</p>
<p>Unclassified (0–49 marks)</p>	<p>The relevant assessment criteria were not demonstrated to an acceptable standard for the majority, or throughout. In the presentations there was limited or no evidence of thorough preparation and subject knowledge. The learner presented with a very limited sense of fluency, ownership, dynamics, and/or a sense of spontaneity. A sensitive awareness of the audience was very limited, or not evident. There was limited or no evidence of integrated vocal and physical presentation skills.</p> <p>There was very limited understanding of the use of preparation techniques evident, and/or a very limited ability to evaluate material. In speaking to the imagined interviewer there was little or no evidence of an ability to convey own ideas and opinions with confidence and/or clarity and/or appropriate energy and body language.</p>

GRADE 8 | CONTENT

Exam requirement	Maximum marks
<p>Task 1 - Introduction and Presentation: Note that the presentation should follow the introduction seamlessly. The presentation can be delivered to a wider imagined audience or directly to the camera.</p> <p>Introduction: The learner introduces themselves to the camera, stating their name, the chosen title of their presentation, and the reason they chose the method of delivery (ie rap, poem, story, or speech). They then state their target audience, which may be a wider imagined audience, or a speech delivered directly to the camera, and explain the reason for their choice.</p> <p>Presentation: The learner writes, prepares and presents either a rap, poem, story, or speech on one of the following titles:</p> <ul style="list-style-type: none"> a) A letter or speech written by a renowned figure (historical or contemporary), in the learner's own words b) Human rights c) A law I would introduce d) What is 'normal'? e) An issue of principle f) The world of advertising <p>All aspects of the task must be delivered from memory.</p> <p>The presentation, including the introduction, must be between 4 and 6 minutes in duration.</p> <p>This task must be delivered from memory.</p> <p>Simple visual or audio aids (e.g., pictures, music) may be used, but are not mandatory, and will not be assessed.</p>	40
<p>Task 2 - Presentation: The learner prepares and delivers a speech of their one the following styles and contexts:</p> <ul style="list-style-type: none"> a) A speech in response to a politician or world leader's address (recent or historic) b) A persuasive speech concerning a recent globally important issue c) An inspirational speech. The topic is the learner's choice d) A sales pitch. The product is the learner's choice e) A team motivating speech <p>The speech must:</p> <ul style="list-style-type: none"> ▪ be between 3 and 6 minutes in duration ▪ be delivered to an imagined audience. The audience type and size is chosen by the learner <p>Prior to the presentation, the learner must state the imagined audience for whom the speech is intended, including type, size and setting.</p> <p>Small prompt cards may be used sparingly. Simple visual or audio aids (e.g., pictures, music) may be used, but are not mandatory, and will not be assessed.</p>	35

<p>Task 3 - Understanding and Reflection: The Task comprises of three parts, as follows:</p> <p>a) Facing and speaking directly to camera, the learner responds to both of the following:</p> <ul style="list-style-type: none"> ▪ Why is it important to understanding your audience when preparing speeches, including the content and vocabulary used? ▪ What techniques could be used to hold the attention of the audience? <p>b) Either speaking directly to camera, or to a wider imagined audience, the learner shares their ideas on both of the following topics:</p> <ul style="list-style-type: none"> ▪ Effective interview techniques ▪ Strategies to deal with pressure (in work or education) <p>c) The learner presents to camera two contrasting headlines from newspapers or magazines, of their own choosing. The learner then responds to all of the following:</p> <ul style="list-style-type: none"> ▪ What is each headline about ▪ Explain the effect each headline may have on the reader ▪ Share your opinion on the tone or style of each headline ▪ Explain how and why they differ from each other <p>The total time taken for Task 3 must be between 8 and 12 minutes The learner may have the questions/topics written on prompt cards, but their responses must not be read.</p> <p>For further guidance on all examination Tasks, please see here</p>	25
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GRADE 8 | ASSESSMENT CRITERIA

Learning Outcome	Assessment Criteria	The criteria will be assessed during:
<p>Learning Outcome 1: Prepare and present material using own ideas, demonstrating an understanding and sense of ownership of the material</p>	<ul style="list-style-type: none"> ▪ Demonstrate thorough preparation and a secure awareness of the reasons behind choices ▪ Present material using own ideas, demonstrating a comprehensive understanding and sense of ownership of the material, and an identifiable structure. ▪ Use an imaginative range of vocabulary appropriate to the subject matter, style and imagined audience ▪ Sustain the presentation with fluency, authority, confidence, a sense of ownership, spontaneity and awareness of audience 	<p>Tasks 1 & 2 (Presentations)</p>
<p>Learning Outcome 2: Demonstrate the skills required for effective public speaking, in relation to the chosen material and imagined audience</p>	<ul style="list-style-type: none"> ▪ Speak audibly and with clarity of diction. ▪ Demonstrate effective and detailed use of vocal modulation to reflect the content of the material and engage an audience ▪ Demonstrate appropriate and imaginative use of facial expression, body language, dynamics and use of space to reflect the content and style of the presentation and engage an audience 	<p>Tasks 1 & 2 (Presentations)</p>
<p>Learning Outcome 3: Understand the techniques required for public speaking and convey own ideas meaningfully, demonstrating effective communication skills</p>	<ul style="list-style-type: none"> ▪ Demonstrate an ability to analyse and convey the importance of understanding your audience when speaking in public ▪ Demonstrate an ability to evaluate material, conveying and summarising own ideas with insight and maturity ▪ Present to an imagined interviewer clearly, confidently, maturely, and with appropriate energy and body language 	<p>Task 3 (Understanding and Communication Skills)</p>

GRADE 8 | GRADING DESCRIPTORS

<p>Distinction (85 marks and above)</p>	<p>The relevant assessment criteria were demonstrated to a consistently high standard. The learner demonstrated evidence of thorough preparation and detailed subject knowledge, and presented with fluency, ownership, dynamic variation, and a sense of spontaneity throughout all, or almost all, of the presentations. A comprehensive and imaginative range of integrated vocal and physical skills were used to reflect the style and content of the presentations, and engage the imagined audience, throughout.</p> <p>A detailed and confident understanding of relevant public speaking techniques was evident, and a convincing ability to convey and summarise own ideas with maturity. The learner presented to an imagined interviewer clearly, confidently, maturely, and with appropriate and unforced energy and body language throughout.</p>
<p>Merit (65–84 marks)</p>	<p>The relevant assessment criteria were demonstrated to a secure standard for the majority of the exam. The learner demonstrated evidence of thorough preparation and secure subject knowledge. There was evidence of fluency, ownership, dynamic variation, and a sense of spontaneity for most of the presentations. A secure range of integrated vocal and physical skills were used to reflect the style and content of the presentations, and engage the imagined audience. There may have been evidence of work of an even higher standard, but this will not have been sustained.</p> <p>An understanding of relevant public speaking techniques was evident, and a generally secure ability to articulate and convey own ideas and opinions with maturity. The learner presented to an imagined interviewer clearly, confidently, maturely, and with appropriate energy and body language most of the time.</p>
<p>Pass (50–64 marks)</p>	<p>The relevant assessment criteria were demonstrated to an acceptable standard for the majority of the exam. The learner demonstrated some evidence of secure preparation and subject knowledge. There was some evidence of fluency, ownership, dynamic variation, and a sense of spontaneity, although there may have been hesitations/limitations. A limited range of integrated vocal and physical skills were used to reflect the style and content of the presentations, and engage the imagined audience.</p> <p>There was an acceptable level of understanding of relevant public speaking techniques shown, and an ability to convey and summarise own ideas and opinions with maturity some of the time. The learner presented to an imagined interviewer clearly most of the time, and with some confidence and appropriate energy and body language, although there may have been hesitations/limitations.</p>
<p>Unclassified (0–49 marks)</p>	<p>The assessment criteria for the relevant grade were not demonstrated to an acceptable standard for the majority, or throughout. In the presentations there was limited or no evidence of thorough preparation and subject knowledge. The learner presented with a very limited sense of fluency, ownership, dynamics, and/or a sense of spontaneity. A sensitive awareness of the audience was very limited, or not evident. There was limited or no evidence of integrated vocal and physical presentation skills.</p> <p>There was very limited understanding of public speaking techniques evident, and/or a very limited ability to convey and summarise own ideas and opinions. When presenting to an imagined interviewer, there was very limited evidence of confidence and/or clarity and/or appropriate energy and body language.</p>

Revision History:

Page 14: Clarification that live animals are not permitted in the exam.

June 2024: Removal of references to 'guided learning hours' and 'total qualification time'