

**NEW ERA ACADEMY**

**NEA Level 3 Certificate in Graded Examination in Communications - (QCF)**

**Specification**

**Date 5<sup>th</sup> April 2012 (updated April 2020)**

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## Specification at a Glance

Qualification Titles	Total no. of units	QCF level	Credit	GLH	TQT
Speech & Drama - Grade 6	1	3	14	27	140
Public Speaking - Grade 6	1	3	14	27	140
Reading for Performance - Grade 6	1	3	14	27	140
Spoken English - Grade 6	1	3	14	27	140
Interview Technique - Grade 6	1	3	14	27	140
English as an Additional Language - Grade 6	1	3	14	27	140
Speech & Drama - Grade 7	1	3	18	30	180
Public Speaking - Grade 7	1	3	18	30	180
Reading for Performance - Grade 7	1	3	18	30	180
Spoken English - Grade 7	1	3	18	30	180
Interview Technique - Grade 7	1	3	18	30	180
English as an Additional Language - Grade 7	1	3	18	30	180
Speech & Drama - Grade 8	1	3	24	40	240
Public Speaking - Grade 8	1	3	24	40	240
Reading for Performance - Grade 8	1	3	24	40	240
Spoken English - Grade 8	1	3	24	40	240
Interview Technique - Grade 8	1	3	24	40	240
English as an Additional Language - Grade 8	1	3	24	40	240

<b>Assessment</b>	
<b>Form of assessment</b>	All assessment is by external assessment. Learners should register through their teacher or (qualification discipline) school for assessment which will be carried out by an NEA examiner.
<b>Examination Format</b>	The examination (unit) specifications contain the title, learning outcomes (what has to be learnt) and assessment requirements (evidence on which the candidate is assessed). (See Appendix 1)
<b>Bands of Assessment</b>	There are three bands of attainment, pass, merit or distinction.
<b>Quality Assurance</b>	Quality Assurance ensures that all assessments are carried out to the same standard by external assessment of learners' work. A team of external examiners is appointed, trained and standardised by NEA and the qualifications conform to the normal quality assurance procedures and processes operated by NEA.

## **SECTION A: Qualification Summary**

Welcome to the NEA specification for:

NEA Level 3 Certificate in Graded Examination in Communications - (QCF)

This specification is designed to give teachers and learners practical information on the NEA Level 3 Certificate in Graded Examinations in Communications - (QCF) run by NEA

If you have any general queries about these qualifications or any other NEA qualifications, then please do not hesitate to call us on 01903 246790 or email us at [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk)

### **A.1 Aims and broad objectives**

The aim of the NEA Level 3 Certificate in Graded Examination in Communications- (QCF) is to provide learners with the opportunity to obtain recognised qualifications in:

Speech & Drama  
 Public Speaking  
 Reading  
 Interview Technique  
 Spoken English  
 English as an Additional Language

The qualifications also aim to encourage personal self-confidence and group awareness, and develop a general appreciation of communication skills in various disciplines.

The purpose of NEA's Level 3 Certificate in Graded Examination in Communications - (QCF) is to motivate and encourage learners of all ages and levels through a system of progressive mastery and to provide a form of training that develops and enhances skills, knowledge and understanding in a safe and consistent way. The qualifications are not only beneficial to those studying communication skills as a recreational pursuit but could also prepare learners for further learning by helping them to develop their skills enabling them to progress to the next level.

These qualifications are suitable for learners in the pre-16, age groups.

The broad objectives are:

- To focus delivery and assessment on NEA's Level 3 Certificate in Graded Examination in Communications - (QCF)
- To embrace the guidance for communication skills of the Creative and Cultural Sector Skills Council (CC Skills).

## **A.2 Progression**

The NEA Level 3 Certificates in Graded Examination in Communications provide a progression to teaching diplomas and also into industry and business. It can be argued that NEA Level 3 Certificates in Graded Examination in Communications - (QCF) by themselves are not strictly speaking 'vocational' in that they are not absolutely essential for entry into Speech & Drama. However, they remain a positive means of determining progress and enable learners to learn the necessary techniques to gain entry to FE and HE courses. NEA Level 3 Certificates in Graded Examination in Communications - (QCF) operate according to a well established methodology of 'progressive mastery'. They allow learners to be tested in discrete stages in the development of a wide range of skills. They tend to be more rigorous than other types of exams and for that reason industry is confident that achievement at the highest level gained by learners of NEA Level 3 Certificates in Graded Examination in Communications - (QCF) will have the skills necessary to perform or work in other areas of the business.

## **A.3 Qualification Structure**

A NEA Level 3 Certificate in Graded Examination in Communications - (QCF) consists of pre-prepared elements, all of which are performance based. They are single unit qualifications in which learners are asked to undertake performance based assessment as specified in the relevant syllabus. The unit specifications for each grade can be found in Appendix 1 below. For more information on qualification structure and content in a particular discipline please contact us for a copy of the relevant syllabus at **01903 246790** or [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk)

The qualifications have 27,30 and 40 Guided Learning Hours (GLH). This is also specified in the unit template at Appendix 1.

## **SECTION B: Assessment Information**

### **B.1 Assessment Methodology**

The underlying philosophy for assessment is that learners should receive credit for positive achievement, and that all should be encouraged to reach their fullest potential.

All assessment of these qualifications is external and is undertaken by NEA Examiners. Please see [www.neweraacademy.co.uk](http://www.neweraacademy.co.uk) for more detail about how NEA marks and grades its qualifications.

## **B.2 Expectations of Knowledge, Skills and Understanding**

The Grade Examination system is one based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamentals of the skills demanded in each grade. Learners will be able to complete a set of communication skills sequences (the complexity and variety of which are determined by which qualification is being attempted), which allow them to demonstrate discipline-specific artistic appreciation. These technical and performance skills set a firm platform for further technical and artistic development by the learner.

## **B.3 Quality Assurance**

All NEA Level 3 Certificates in Graded Examination in Communications – (QCF) are standardised according to the processes and procedures laid down by NEA.

## **SECTION C: Candidate Access and Registration**

The qualifications will:

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

There are no prerequisites for other qualifications to be completed, and no specified prior knowledge, skills or understanding required prior to taking a NEA Level 3 Certificate in Graded Examination in Communications - (QCF). It is expected, however, that for successful learning, the skills demanded in each grade are likely to be mastered before progressing to the next grade.

Please email [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk) for details about registering learners for NEA examinations.

## **SECTION D: Complaints and Appeals**

Please see [www.neweraacademy.co.uk](http://www.neweraacademy.co.uk) for details about how we operate our complaints and appeals procedures.

## **SECTION E: Equal Opportunities Policy**

NEA is committed to a comprehensive policy of equal opportunities in the management of its qualifications in which individuals are selected and treated on the basis of their relevant merits and abilities without regard to race, religion, colour, sex, age, national origin, disability or sexual orientation, and are given equal opportunities within the company. The aim of this policy is to ensure that no candidate entering an examination receives less favourable treatment on grounds not relevant to good candidate practice.

Our equal opportunities policy can be found [www.neweraacademy.co.uk](http://www.neweraacademy.co.uk).

## **SECTION F: Contacts & Support**

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BN11 5SN

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Fax: 01903 244187

Email: [exams@neweraacademy.co.uk](mailto:exams@neweraacademy.co.uk)

Website: [www.neweraacademy.co.uk](http://www.neweraacademy.co.uk)

## Appendix 1: Unit Specifications by Grade

Unit specifications are divided into learning outcomes and assessment requirements:

- Learning Outcome - a statement of what has been learnt as a result of the successful completion of the assessment requirements
- Assessment Requirements - the evidence upon which the candidate is assessed
- **Technique**
- The Technical skills required in the preparation and performance of the selection. This includes vocal technique, stagecraft and teamwork where appropriate.
- **Interpretation**
- The artistic realisation of the selection presented demonstrating appropriate qualities required for performance. This includes the appreciation of and the thought process in achieving the writer's intention.
- **Communication**
- To demonstrate the ability to share mentally, vocally and physically in performance and discussion to an appropriate standard
- **Discussion**
- To convey the knowledge required for the level and to be able to participate in an exchange of ideas to an appropriate standard.

### **Pass:**

Learners must:

- adequately achieve the learner outcomes
- perform their selections
- demonstrate satisfactory preparation
- show a basic background knowledge of all selections
- show a basic understanding of any theory set

### **Merit:**

Learners must:

- adequately achieve the learner outcomes
- show preparation has been thorough
- demonstrate their work clearly, expressively and enthusiastically
- demonstrate good attention to detail
- show a good background knowledge of all selections
- show a good understanding of any theory set

### **Distinction:**

Learners must:

- adequately achieve the learner outcomes
- demonstrate work is of a really high standard
- fully meet the requirements of the syllabus
- present work that is artistic, well communicated, technically correct and altogether excellent
- show an excellent background knowledge of all selections
- show an excellent background knowledge of any theory set



Unit specifications also give details of the Credit Value (notional learning) and the Guided Learning Hours (GLH) which represent indicative teaching time for the unit.

	<b>Title:</b>		Speaking of Poetry and Prose - Grade 6
	<b>Level:</b>		<b>3</b>
	<b>GLH:</b>		<b>27</b>
	<b>TQT:</b>		<b>140</b>
	<b>Credit Value:</b>		<b>14</b>
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Know and understand the techniques of speaking of poetry	1.1 1.2 1.3 1.4 1.5 1.6	Speak a piece of poetry to an appropriate standard Show an understanding of form to an appropriate standard Show an understanding of style to an appropriate standard Show an understanding of content to an appropriate standard Demonstrate a well modulated voice Meaningfully discuss the techniques involved in performance with appropriate vocabulary and demonstrating understanding
2.	Know the techniques of dramatic performance	2.1 2.2 2.3 2.4	Perform a scene as prescribed by the syllabus and chosen by the learner to an appropriate standard, or a piece of prose as prescribed by the syllabus Meaningfully discuss the techniques involved in performance with appropriate vocabulary and demonstrating understanding Show an understanding of text, subtext and context to an appropriate standard Use appropriate breath support
3.	Understand the theory of speaking and reading for performance	3.1 3.2 3.3 3.4 3.5	Meaningfully discuss the formation of vowel sounds Meaningfully discuss the neutral vowel Meaningfully discuss authors and chosen pieces Meaningfully discuss authors of the chosen period Meaningfully explain various aspects of performance technique
4.	Be able to read a previously unseen piece of prose or poetry to an appropriate standard	4.1 4.2 4.3	Read with fluency and expression Make some eye contact with the audience Display the appropriate techniques

	<b>Title:</b>	Speaking in Public - Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT:</b>	140	
	<b>Credit Value:</b>	14	
	<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	
1.	Know the techniques of speaking in public	1.1	Deliver as prescribed by the syllabus to an appropriate standard
		1.2	Use vocabulary and sentence structure appropriate to the audience
2.	Understand the use of notes	2.1	Show ability to use notes unobtrusively
3.	Understand the techniques involved in speaking in public	3.1	Meaningfully discuss proposal of toasts, reply to a toast
		3.2	Meaningfully discuss breath support
		3.3	Meaningfully discuss vowel sounds
4.	Be able to use visual aids	4.1	Use visual aids appropriately
5.	Be able to use vocal and facial techniques	5.1	Project the voice and speak clearly and articulately
		5.2	Use facial expression to engage the audience
6.	Be able to read a previously unseen piece of prose to an appropriate standard	6.1	Read with fluency and expression
		6.2	Display the appropriate techniques

	<b>Title:</b>	Reading for Performance - Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT:</b>	140	
	<b>Credit Value:</b>	14	
	<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	
1.	Be able to read a previously unseen piece of poetry to an appropriate standard	1.1 1.2 1.3 1.4 1.5 1.6	Read with fluency and expression Show understanding of style to an appropriate standard Show understanding of content to an appropriate standard Show breath support Show modulation in the voice Display the appropriate techniques
2.	Be able to read a poem to an appropriate standard	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Read with fluency and expression Show understanding of the text, subtext and context to an appropriate standard Show understanding of style to an appropriate standard Show understanding of content to an appropriate standard Show breath support Show modulation in the voice Display the appropriate techniques
3.	Be able to read piece of prose to an appropriate standard	3.1 3.2 3.3 3.4 3.5 3.6 3.7	Read with fluency and expression Show understanding of the text, subtext and context to an appropriate standard Show understanding of style to an appropriate standard Show understanding of content to an appropriate standard Show breath support Show modulation in the voice Display the appropriate techniques
4.	Be able to read a previously unseen piece of prose to an appropriate standard	4.1 4.2 4.3 4.4 4.5 4.6	Read with fluency and expression Show understanding of style to an appropriate standard Show understanding of content to appropriate standard Show breath support Show modulation in the voice Display the appropriate techniques

<b>Title:</b>	Spoken English - Grade 6		
<b>Level:</b>	3		
<b>GLH:</b>	27		
<b>TQT:</b>	140		
<b>Credit Value:</b>	14		
	<b>Learning outcomes The learner will:</b>		<b>Assessment Criteria The learner can:</b>
1.	Understand the English language	1.1 1.2	Meaningfully discuss the points arising from the talk Meaningfully discuss ways in which we can make our speech persuasive and situations this can be used effectively
2.	Be able to converse fluently on a topic	2.1 2.2	Talk about a topic set out in the syllabus with structured thought and sentences Display appropriate techniques for delivering a talk
3.	Be able to read a previously unseen piece of prose to an appropriate standard	3.1 3.2	Read with fluency and expression Make eye contact with audience

<b>Title:</b>	Interview Technique - Grade 6		
<b>Level:</b>	3		
<b>GLH:</b>	27		
<b>TQT:</b>	140		
<b>Credit Value:</b>	14		
	<b>Learning outcomes The learner will:</b>		<b>Assessment Criteria The learner can:</b>
1.	Be able to conduct themselves in interview	1.1 1.2 1.3 1.4 1.5 1.6	Show excellent personal presentation Show excellent listening skills Hold intelligent conversation Show in depth research Introduce their own ideas with conviction and fluency Articulate and project so they can be heard and understood
2.	Know the techniques of speaking in public speaking	2.1 2.2	Prepare and deliver a presentation to an appropriate level. Make eye contact with interviewer
3.	Know how to and be able to demonstrate the writing of a Curriculum Vitae	3.1	Present a full professional Curriculum Vitae showing clear and concise written skills to an appropriate level
4.	Understand the requirements for giving a good interview	4.1 4.2	Meaningfully discuss key points from their presentation Meaningfully discuss challenges in the workplace

	<b>Title:</b>	English as an Additional Language - Grade 6	
	<b>Level:</b>	3	
	<b>GLH:</b>	27	
	<b>TQT:</b>	140	
	<b>Credit Value:</b>	14	
	<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	
1.	Know and understand the techniques of speaking of prose	1.1 1.2 1.3 1.4	Speak a piece of prose of the learners choice as set out in the syllabus to an appropriate standard Show understanding and fluency of language Discuss the techniques involved in performance with appropriate vocabulary and phrasing and demonstrating understanding Discuss the techniques involved in performance with appropriate vocabulary and phrasing and demonstrating understanding
2.	Know the techniques of public speaking	2.1 2.2	Prepare and deliver a presentation to an appropriate level. Make eye contact with interviewer
3.	Understand the English language	3.1 3.2	Meaningfully discuss the selected texts, author and poet Meaningfully discuss good presentation skills
4.	Be able to read a previously unseen piece of prose to an appropriate standard	4.1 4.2	Read with fluency, expression and correct phrasing Display the appropriate techniques

	<b>Title:</b>	Speaking of Poetry and Prose - Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT:</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Know and understand the techniques speaking of poetry and prose	1.1 1.2 1.3 1.4 1.5 1.6 1.7	Speak a piece of prose as prescribed in the syllabus to an appropriate standard Speak a poem by a poet as prescribed in the syllabus to an appropriate standard Show an understanding of form to an appropriate standard Show an understanding of style to an appropriate standard Show an understanding of content to an appropriate standard Demonstrate a well modulated voice Discuss the techniques involved in performance with appropriate vocabulary and demonstrating understanding
2.	Know the techniques of dramatic performance	2.1 2.2 2.3 2.4 2.5	Perform a scene as prescribed by the syllabus chosen by the learner to an appropriate standard Show an understanding of text, subtext and context to an appropriate standard Show emotional truth to an appropriate standard Use appropriate breath support Discuss the techniques involved in performance with appropriate vocabulary and demonstrating understanding
3.	Understand the theory of speaking and reading for performance	3.1 3.2	Meaningfully discuss chairmanship, debate procedure Meaningfully discuss impromptu speaking
4.	Be able to give a presentation as a public performance to an audience	4.1 4.2	Give a presentation on the pieces and authors related to their performance piece. Display appropriate presentation techniques: speak fluently, make proper use of notes
5.	Be able to read a previously unseen piece of prose or poetry to an appropriate standard	5.1 5.2 5.3	Read with fluency and expression Make some eye contact with the audience Display the appropriate techniques

	<b>Title:</b>	Speaking in Public - Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT:</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Know the techniques of speaking in public	1.1 1.2	Deliver a speech as prescribed by the syllabus to an appropriate standard Adapt vocabulary and sentence structure to the audience, purpose as appropriate
2.	Be able to evaluate and prepare material for a speech within a time limit	2.1	Prepare and deliver an impromptu speech of the learners choice on one of four subjects within the set time constraints given to an appropriate standard
3.	Understand use of notes	3.1	Show ability to use notes unobtrusively
4.	Understand the techniques involved in speaking in public	4.1	Meaningfully discuss proposal of toasts, reply to a toast, chairmanship, debate procedure, impromptu speaking
5.	Be able to use visual aids	5.1	Use visual aids appropriately
6.	Be able to use vocal and facial techniques	6.1 6.2	Project the voice and speak clearly and articulately Use facial expression to engage the audience
7.	Be able to read a previously unseen piece of prose to an appropriate standard	7.1 7.2	Read with fluency and expression Display the appropriate techniques

	<b>Title:</b>	Reading for Performance - Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT:</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Be able to read a previously unseen piece of poetry to an appropriate standard	1.1 1.2 1.3 1.4 1.5 1.6	Read with fluency and expression Show understanding of style to an appropriate standard Show understanding of content to an appropriate standard Show breath support Show modulation in the voice Display the appropriate techniques
2.	Be able to read a poem to an appropriate standard	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Read with fluency and expression Show understanding of style to an appropriate standard Show understanding of the text, subtext and context to an appropriate standard Show understanding of content to appropriate standard Show breath support Show modulation in the voice Display the appropriate techniques
3.	Be able to read a piece of prose to an appropriate standard	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8	Read with fluency and expression Show understanding of style to an appropriate standard Show understanding of the text, subtext and context to an appropriate standard Show understanding of content to an appropriate standard Show breath support Show modulation in the voice Display the appropriate techniques Show style of writing and period language
4.	Be able to read a previously unseen piece of prose to an appropriate standard	4.1 4.2 4.3 4.4 4.5 4.6	Read with fluency and expression Show understanding of style to an appropriate standard Show understanding of content to an appropriate standard Show breath support Show modulation in the voice Display the appropriate techniques



	<b>Title:</b>	Spoken English - Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT:</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Understand the English language	1.1 1.2	Meaningfully discuss the points arising from the talk Meaningfully discuss ways in which effective vocal communication can further the learner's career path
2.	Be able to talk with clarity on a subject	2.1	Give a talk on a topic set out in the syllabus
3.	Be able to read a previously unseen piece of prose to an appropriate standard	3.1 3.2 3.3	Read with fluency and expression Make eye contact with the audience Display the appropriate techniques

	<b>Title:</b>	Interview Technique - Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT:</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Be able to conduct themselves in interview	1.1 1.2 1.3 1.4 1.5 1.6	Show excellent personal presentation Show excellent listening skills Hold intelligent conversation Show in depth research Introduce their own ideas with conviction and fluency Articulate and project so they can be heard and understood
2.	Know the techniques of speaking in public speaking	2.1	Prepare and deliver a presentation to an appropriate level.
3.	Know how to and be able to demonstrate the writing of a Curriculum Vitae	3.1	Present a full professional Curriculum Vitae showing clear and concise written skills to an appropriate standard
4.	Understand problem solving	4.1	Collect thoughts and structure them in solving problems to an appropriate standard
5.	Understand their requirements for giving a good interview	5.1 5.2 5.3	Meaningfully discuss criteria for which interviewee may be considered for a position Meaningfully discuss the preparation necessary for professional interview Meaningfully discuss different ways in which to perform well in interview

	<b>Title:</b>	English as an Additional Language - Grade 7	
	<b>Level:</b>	3	
	<b>GLH:</b>	30	
	<b>TQT:</b>	180	
	<b>Credit Value:</b>	18	
	<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	
1.	Know and understand the techniques of speaking of poetry	1.1 1.2 1.3	Speak a poem of the learners own choice to an appropriate standard Show understanding and fluency of language Meaningfully discuss the techniques involved in performance with appropriate vocabulary and phrasing and demonstrating understanding
2.	Understand the English language	2.1 2.2	Meaningfully discuss the poem and poet selected Meaningfully discuss the vocal techniques that helped the learner
3.	Be able to give a presentation to an audience	3.1 3.2 3.3	Give a presentation on a topic set out in the syllabus Display appropriate presentation techniques, speak fluently with flowing language skills, make proper use of notes Make eye contact with audience
4.	Be able to read a previously unseen piece of prose to an appropriate standard	4.1 4.2 4.3	Read with fluency and expression and correct phrasing Display the appropriate techniques Make eye contact with audience

	<b>Title:</b>	Speaking of Poetry and Prose - Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT:</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	
1.	Know and understand the techniques speaking of poetry and prose	1.1 1.2 1.3 1.4 1.5 1.6	Speak a piece of prose to an appropriate standard Speak a piece of poetry to an appropriate standard Show an understanding of form to an appropriate standard Show an understanding of style to an appropriate standard Show an understanding of content to an appropriate standard Discuss the techniques involved in performance with appropriate vocabulary and demonstrating understanding
2.	Know the techniques of dramatic performance	2.1 2.2 2.3 2.4 2.5	Perform a set scene chosen by themselves to an appropriate standard Show an understanding of text, subtext and context to an appropriate standard Show emotional truth to an appropriate standard Use appropriate breath support Discuss the techniques involved in performance with appropriate vocabulary and demonstrating understanding
3.	Understand the theory of speaking and reading for performance	3.1 3.2 3.3 3.4	Meaningfully discuss metres of English poetry Meaningfully discuss verse forms Meaningfully discuss authors of the chosen period Meaningfully discuss various aspects of performance technique
4.	Be able to give a presentation as a public performance to an audience	4.1 4.2	Give a presentation on a piece of work related to their performance pieces Display appropriate presentation techniques: speak fluently, make proper use of notes
5.	Be able to read a previously unseen piece of prose or poetry to an appropriate standard	5.1 5.2 5.3	Read with fluency and expression Make some eye contact with the audience Display the appropriate techniques

	<b>Title:</b>	Speaking in Public - Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT:</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Know the techniques of speaking in public	1.1 1.2 1.3	Deliver a prepared speech on one of four subjects to an appropriate standard Prepare and a deliver a speech of the learners choice on one of three subjects within the set time constraints to an appropriate standard Deliver a speech for a special occasion to an appropriate standard
2.	Be able to evaluate and prepare material for a speech within a time limit	2.1	Pick a title and prepare a speech of the learners choice on one of three subjects within the set time constraints to an appropriate standard
3.	Understand the use of notes	3.1	Show ability to use notes unobtrusively
4.	Understand the techniques involved in speaking in public	4.1 4.2	Meaningfully discuss audibility, distinctness, breath support and vocal projection Meaningfully discuss planning and arranging a speech, procedure at meetings, communication and discussion
5.	Be able to use visual aids	5.1	Use visual aids appropriately
6.	Be able to use vocal and facial techniques	6.1	Project the voice and speak clearly and articulately
7.	Be able to read a previously unseen piece of prose to an appropriate standard	7.1 7.2	Read with fluency and expression Display the appropriate techniques

	<b>Title:</b>	Reading for Performance - Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT:</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Be able to read a previously unseen piece of poetry to an appropriate standard	1.1 1.2 1.3 1.4 1.5 1.6 1.7	Read with fluency and expression Show understanding of the text, subtext and context to an appropriate standard Show understanding of style Show understanding of content Show breath support Show modulation in the voice Display the appropriate techniques
2.	Be able to read a passage from an autobiography or biography	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Read with fluency and expression Show understanding of style Show understanding of content Show breath support Show modulation in the voice Display the appropriate techniques Show style of writing and convey the mood.
3.	Be able to read a sonnet to an appropriate standard	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8	Read with fluency and expression Show understanding of the text, subtext and context to an appropriate standard Show understanding of style Show understanding of content Show breath support Show modulation in the voice Display the appropriate techniques Show style of writing and verse form
4.	Be able to read a contemporary poem to an appropriate standard	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	Read with fluency and expression Show understanding of the text, subtext and context to an appropriate standard Show understanding of style Show understanding of content Show breath support Show modulation in the voice Display the appropriate techniques Show contrast from sonnet and show shape of verse
5.	Be able to read a previous unseen piece of prose to an appropriate standard	5.1 5.2 5.3 5.4 5.5 5.6 5.7	Read with fluency and expression Show understanding of text, subtext and context to an appropriate standard Show understanding in style Show understanding in content Show breath support Show modulation in the voice Display the appropriate techniques

	<b>Title:</b>	Spoken English - Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT:</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Understand in the English language	1.1 1.2	Meaningfully discuss the points arising from the talk Meaningfully discuss all aspects of colourful, vital and persuasive speaking
2.	Be able to present an argument or idea	2.1 2.2 2.3	Give a presentation on an appeal on behalf of a favourite cause or a convincing argument to a further an idea Display appropriate presentation techniques: speak articulately, make proper use of notes Use vocabulary and sentence structure to an appropriate standard
3.	Be able to read a previously unseen piece of prose to an appropriate standard	3.1 3.2 3.3	Read with fluency and expression Display the appropriate techniques Make eye contact with the audience

	<b>Title:</b>	Interview Technique - Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT:</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	
1.	Be able to conduct themselves in interview	1.1 1.2 1.3 1.4 1.5 1.6	Show excellent personal presentation Show excellent listening skills Hold intelligent conversation Show in depth research Introduce their own ideas with conviction and fluency Articulate and project so they can be heard and understood
2.	Know the techniques of speaking in public speaking	2.1 2.2	Prepare and deliver a presentation to an appropriate level Make eye contact with the interviewer
3.	Know how to and be able to demonstrate the writing of a Curriculum Vitae	3.1	Present a full professional Curriculum Vitae showing clear and concise written skills to an appropriate level
4.	Understand broadsheet editorial	4.1	Meaningfully discuss types of interview Meaningfully discuss importance of recruiting the right person
5.	Understand their own workplace	5.1	Meaningfully discuss challenges and changes in their workplace over the last decade.



	<b>Title:</b>	English as an Additional Language - Grade 8	
	<b>Level:</b>	3	
	<b>GLH:</b>	40	
	<b>TQT:</b>	240	
	<b>Credit Value:</b>	24	
	<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	
1.	Know and understand the techniques of recital of the poem	1.1 1.2 1.3 1.4 1.5 1.6	Speak a poem to an appropriate standard Show an understanding of form to an appropriate standard Show an understanding of style to an appropriate standard Show an understanding of content to an appropriate standard Show an understanding of fluency of English language Discuss the techniques involved in performance with appropriate vocabulary and phrasing and demonstrating understanding
2.	Understand the English language	2.1 2.2 2.3	Meaningfully discuss mood and vocabulary of the poem Meaningfully discuss how the learner has developed and extended their English vocabulary Meaningfully discuss how use of expressive speech can aid speaking and understanding
3.	Be able to give a presentation to an audience	3.1 3.2 3.3	Give a presentation on a subject of learners choice to an appropriate standard Make eye contact with the audience Display appropriate presentation techniques: speak fluently with flowing language skills, make proper use of notes
4.	Be able to read a previously unseen piece of prose to an appropriate standard	4.1 4.2 4.3	Read with fluency and expression and correct phrasing Make eye contact with the audience Display the appropriate techniques