

COMMUNICATION SKILLS (INDIVIDUAL) BY ONLINE DELIVERY: SUPPORT GUIDE

Guidance and texts for:

Grade 6, Task 3

Grade 7, Task 2

Grade 8, Task 2

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Introduction

Most tasks in the Communication Skills (Individual) exams by online delivery are delivered and conducted in the same way as those for in-person exams with a visiting examiner. See the syllabus specifications for further information on the task requirements.

The following tasks have been modified to facilitate online delivery and this guide outlines the process for preparing and undertaking those tasks:

Grade, syllabus specification edition and task	In-person exams with visiting examiner	Online exams via video conference
Grade 6, Task 3	The candidate discusses with the examiner the content and delivery of a speech, the text of which is provided by the examiner 15 minutes before the exam.	Candidates familiarise themselves with three possible texts before the exam. The examiner chooses one text for the candidate to discuss with the examiner. Guidance for this task is on page 4, and the texts are on pages 5-7.
Grade 7, Task 2	The candidate discusses with the examiner the content and delivery of a speech or advertisement, the text of which is provided by the examiner 15 minutes before the exam.	Candidates familiarise themselves with three possible texts before the exam. The examiner chooses one text to discuss with the candidate. Guidance for this task is on page 8, and the texts are on page 9.
Grade 8, Task 2	The candidate gives a public address in response to one of three scenarios. Scenario outlines are provided by the examiner 15 minutes before the exam.	The candidate chooses a scenario to prepare for from a selection on page 11. The examiner asks the candidate which scenario they have prepared. The candidate delivers their public address, and then the examiner gives a change to make to their speech (see page 10 for details). The candidate has two minutes to make this adjustment before presenting their public address again, this time incorporating the change.

The following pages outline the tasks, their objectives, what the candidate needs to do to prepare and what will happen in the exam. This support guide also contains the texts required for the tasks. The guidance provided here should be read alongside the syllabus specifications requirements for the grade the candidate is preparing for.

The content and delivery of a speech

Grade and syllabus specifications edition

Task

Task description

Grade 6	3	The candidate discusses with the examiner the content and delivery of the text of a speech.
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Task: The candidate discusses with the examiner the content and delivery of the text of a speech, chosen by the examiner. The text will be one of those printed on pages 5-7 of this document.

TASK OBJECTIVE

This task encourages and assesses candidates' skills in reflection, analysis of the language and message of a text and the ability to understand how to bring it to life using vocal and physical skills.

In the assessment, examiners are looking for ability to interact confidently and to be able to organise, express and develop candidate's own ideas informed by a secure understanding of communication skills.

WHAT THE CANDIDATE NEEDS TO DO

Candidates should familiarise themselves with the texts of the speeches on pages 5-7 of this document. They should consider the purpose of the speech, the audience, the main points, the kind of vocal and physical skills that could be used to help communicate the speech's purpose, whether any visual aids should be used, and examples of specific language used within the speech that helps to communicate the message. The candidate can make notes on the speeches and refer to these in the exam. However, because the task also assesses the candidate's ability to be able to respond to questions on unprepared points, the candidate should be able to engage in free-ranging a discussion with the examiner.

The examiner will select one of the speeches to discuss with the candidate and will share the speech on screen.

Texts of Speeches: Grade 6, Task 3

(Candidates should familiarise themselves with ALL THREE of the following texts. In the exam, the examiner will select one to discuss with the candidate)

Speech 1

Courage is contagious

Damon Davis, artist, musician, filmmaker, 2017

I'm from East St Louis, Illinois. When Michael Brown, Jr, an ordinary teenager, was gunned down by police in 2014 in Ferguson, Missouri – another suburb – I remember thinking, he ain't the first, and he won't be the last young kid to lose his life to law enforcement.

But see, his death was different. When Mike was killed, I remember the powers that be trying to use fear as a weapon. The police response to a community in mourning was to use force to impose fear: fear of militarized police, imprisonment, fines. The media even tried to make us afraid of each other by the way they spun the story. And all of these things have worked in the past. But like I said, this time it was different.

Michael Brown's death and the subsequent treatment of the community led to a string of protests in and around Ferguson and St Louis. When I got out to those protests about the fourth or fifth day, it was not out of courage; it was out of guilt. See, I'm black.

When I got out there, I found something surprising. I found anger; there was a lot of that. But what I found more of was love. People with love for themselves. Love for their community. And it was beautiful – until the police showed up. Then a new emotion was interjected into the conversation: fear.

Now, I'm not going to lie; when I saw those armored vehicles, and all that gear and all those guns and all those police I was terrified – personally. And when I looked around that crowd, I saw a lot of people that had the same thing going on. But I also saw people with something else inside of them. That was courage. See, those people yelled, and they screamed, and they were not about to back down from the police. They were past that point. And then I could feel something in me changing, so I yelled and I screamed, and I noticed that everybody around me was doing the same thing. And there was nothing like that feeling.

So I decided I wanted to do something more. I went home, I thought: I'm an artist. So, I started making things specific to the protest, things that would be weapons in a spiritual war, things that would give people a voice and things that would fortify them for the road ahead.

So I'm going to ask you. Y'all the movers and the shakers, you know, the thought leaders: what are you gonna do with the gifts that you've been given to break us from the fear that binds us every day?

Because, see, I'm afraid every day. I can't remember a time when I wasn't. But once I figured out that fear was not put in me to cripple me, it was there to protect me, and once I figured out how to use that fear, I found my power.

Speech 2

The lost art of letter writing

Lakshmi Pratury, entrepreneur, 2007

My father left me a legacy of his handwriting through letters and a notebook. In the last two years of his life, when he was sick, he filled a notebook with his thoughts about me. He wrote about my strengths, weaknesses, and gentle suggestions for improvement, quoting specific incidents, and held a mirror to my life.

After he died, I realised that no one writes to me anymore. Handwriting is a disappearing art. I'm all for email and thinking while typing, but why give up old habits for new? Why can't we have letter writing and email exchange in our lives? There are times when I want to trade all those years that I was too busy to sit with my dad and chat with him, and trade all those years for one hug. But too late. But that's when I take out his letters and I read them, and the paper that touched his hand is in mine, and I feel connected to him.

So maybe we all need to leave our children with a value legacy, and not a financial one. A value for things with a personal touch – an autographed book, a soul-searching letter. If a fraction of this powerful audience could be inspired to buy beautiful paper and write a beautiful letter to someone they love, we actually may start a revolution where our children may go to penmanship classes.

So, what do I plan to leave for my son? I plan to publish my own notebook. As I witnessed my father's body being swallowed by fire, I sat by his funeral pyre and wrote. I have no idea how I'm going to do it, but I am committed to compiling his thoughts and mine into a book and leaving that published book for my son.

I'd like to end with a few verses of what I wrote at my father's cremation. And those linguists, please pardon the grammar, because I've not looked at it in the last 10 years. I took it out for the first time to come here.

'Picture in a frame, ashes in a bottle, boundless energy confined in the bottle, forcing me to deal with reality, forcing me to deal with being grown up. I hear you and I know that you would want me to be strong, but right now, I am being sucked down, surrounded and suffocated by these raging emotional waters, craving to cleanse my soul, trying to emerge on a firm footing one more time, to keep on fighting and flourishing just as you taught me. Your encouraging whispers in my whirlpool of despair, holding me and heaving me to shores of sanity, to live again and to love again.'

Speech 3

How I went from child refugee to international model

Halima Aden, model, 2018

To be standing here in Kakuma refugee camp feels so surreal, and I'm overcome with so much emotion. These very grounds are where I was born and spent the first seven years of my life.

My name is Halima Aden and I'm a black, Muslim, Somali-American from Kenya.

Some have called me a trailblazer – I was the first Muslim homecoming queen at my high school, the first Somali student senator at my college and the first hijab-wearing woman in many places, like the Miss Minnesota USA beauty pageant, the runways of Milan and New York Fashion Weeks, and even on the historic cover of British 'Vogue'.

As you can see, I'm not afraid to be the first, to step out on my own, to take risks and seek change, because that's what being a minority is about. It's about using yourself as a vessel to create change and being a human representation for the power of diversity. And now I use my platform to spread an important message of acceptance.

But it hasn't always been easy. When we first arrived in the United States and made St Louis, Missouri home, I remember asking my mom, 'Is this really America?' There were things that were sadly familiar, like hearing gunshots at night and the streets looking impoverished. But there were things that were also very different. Like when I started first grade, I noticed how the kids played in groups. In America, we call them 'cliques'. Back here, we all played together. Gender didn't matter, and race most certainly never mattered. I remember asking myself, 'Why don't they understand Swahili? Swahili is the language that brings people together.' To make matters worse, the school I was enrolled in didn't have an English immersion program. So, every day I would get up, go to school, sit in my desk and never learn a thing. This is when I started losing hope, and I wanted nothing more than to return to Kakuma, a refugee camp.

Soon, my mother learned that many Somalis found refuge in a small town in Minnesota. So, when I was eight, we moved to Minnesota. My life changed as I met other students who spoke Somali, attended a school that had an English immersion program and found teachers that would go above and beyond, staying there after school hours and lunch breaks, dedicated to helping me find success in the classroom. Being a child refugee has taught me that one could be stripped of everything: food, shelter, clean drinking water, even friendship, but the one thing that no one could ever take away from you is your education. So, I made studying my top priority and soon started flourishing within the classroom.

The content and delivery of an advertisement

Grade and syllabus specifications edition

Grade and syllabus specifications edition	Task	Task description
Grade 7	2	The candidate discusses with the examiner the content and delivery of the text of an advertisement.

Task: The candidate discusses with the examiner the content and delivery of the text of an advertisement, chosen by the examiner. The text will be one of those detailed on page 9 of this document.

TASK OBJECTIVE

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

In the assessment, examiners are looking for ability to interact confidently and to be able to organise, express and develop candidate's own ideas informed by a secure understanding of ways of communicating messages.

WHAT THE CANDIDATE NEEDS TO DO

Candidates should familiarise themselves with the texts of the advertisements on page 9 of this document. Candidates should consider the message of the advertisement, examples of how the message is conveyed through the language, style and idiom of the advertisement, the target audience and ways of reaching it, eg through television/web-based advertising, what visuals might be used, and considerations of casting and voice-over.

The candidate can make notes on the advertisements and refer to these in the exam. However, because the task also assesses the candidate's ability to be able to respond to questions on unprepared points, the candidate should be able to engage in free-ranging a discussion with the examiner.

The examiner will select one of the advertisements to discuss with the candidate and will share the text on screen.

Texts of Advertisements: Grade 7, Task 2

(Candidates should familiarise themselves with ALL THREE of the following texts. In the exam, the examiner will select one to discuss with the candidate)

Text 1: Army

I'm going to be an engineer.

I'm going to build bridges across raging rivers and canyons.

I'm going to build high-tech buildings to house billions of pounds worth of high-tech equipment.

I'm going to build homes for people who have literally nothing.

I'm going to build right around the world.

Engineer, mechanic, electrician, finance, information technology, medical, chef, nurse...
(voiceover continues until end)

Army. Not your basic training.

Call 0800 1234567 for your local Careers Office now.

Army. Be the best.

Text 2: Lexus is 22d

One of the following statements is made up.

The rest are true.

The new **Lexus IS 22d** unlocks automatically as you approach it – no key required.

A camera in the rear number plate relays a picture of the area behind you – to assist parking.

The **Lexus IS 22d** is available with monthly payments of just £279 until the end of September.

OK, I lied. They're all true.

The **Lexus IS 22d**. Arrange a test drive at your nearest Lexus Centre.

Lexus. The pursuit of perfection.

Text 3: Save the children

She's just a child.

Only 5 years old, and hungry and thirsty.

A terrified little girl.

A girl who knows nothing but hardship.

The pain she feels is caused by malnutrition.

All Fidosee knows is that it's agony.

All Fidosee wants is someone to help.

Please will you help?

Show her that you care?

Your support can bring food and water to a child like Fidosee.

You can help right now by calling 0800 035 38 00 and giving £2 a month.

Help us, to save children like Fidosee.

A public address in response to a scenario

Grade and syllabus specifications edition

Task

Task description

Grade 8

2

The candidate gives a public address in response to a scenario.

Task: The candidate gives a two minute public address in response to one of the scenarios printed on page 11.

TASK OBJECTIVE

The purpose of this task is to test the candidate's skills in being able to put together a public address appropriate to a given venue, audience and situation and then respond quickly and accurately to a change in situation.

In the assessment, examiners are looking for ability to formulate a structure that covers the information, sets the required tone, engages the audience and conveys the information in the candidate's own personal style.

WHAT THE CANDIDATE NEEDS TO DO

The candidate should select one of the scenarios on page 11. They should then prepare a two minute public address in response to the scenario.

In the exam, the examiner will ask the candidate which scenario they selected and will then ask the candidate to give their public address (the candidate can refer to simple notes when delivering their address, however, the address should not be read word-for-word). The examiner will then give the candidate an adjustment to make to their public address. For example, for the following scenario:

Venue: Home of a family member

Audience: Large family gathering

Situation: Speech at a family celebration

The adjustment might be, 'Due to travel problems only six members of the family are physically present, and you will be addressing the remainder through video-conferencing on two or more devices. Make some small adjustments to your speech to ensure that they feel included'.

The candidate will have two minutes to make the adjustment to their speech. The candidate should ensure that the public address stays within the two minute duration and should therefore make edits to their speech where necessary. The candidate will then be asked by the examiner to present their public address again, this time incorporating the adjustment.

Public Address Scenarios: Grade 8, Task 2

(Candidates should select ONE of the following scenarios and prepare a 2 minute address in response)

Scenario no.	Venue	Audience	Scenario
1	Theatre/ concert hall	A paying audience expecting to see a professional performance.	You have been asked to make an announcement to the audience because one of tonight's performers has been taken ill at the last minute. The show will go ahead with a replacement performer, but the start time will be delayed for 30 minutes. You need to reassure the audience and advise them on their options ahead of the new start time.
2	Outdoor nature reserve	A party of school children aged 12-14.	As a wildlife conservationist you regularly lead walks through the nature reserve for education purposes. You have a group of young people who will be following you along the water's edge to do some bird-watching, and you will need to remind them of the safety requirements and what to look for before you set off.
3	A country hotel which hosts residential courses	A group of adults who have arrived by coach for a week-long holiday course on painting.	You are the course leader for this Practical Art course. You need to welcome everyone, explain about meals and safety regulations, and reassure participants that whether they are beginners or experts there will be something for everyone to enjoy.
4	A conference for a federation of gaming enthusiasts	A large crowd of delegates milling about in one of the exhibition halls.	With delegates already milling around the Exhibition Hall you will need to gain everyone's attention over the public address system and introduce the chief executive of a major gaming developer who will be the guest speaker performing the official opening ceremony.
5	A music competition for young people	A large community hall.	A briefing for the stewards and ushers, explaining how to safely bring members of the public into the hall, ensure social distancing and keep the participants relaxed and ready to come onstage.
6	The family home	Gathering of 20 family members of all ages.	You have been asked to give a speech welcoming everyone on the occasion of a celebration.