

NEW ERA ACADEMY

NEA Level 1 Award in Graded Examination in Communications - (QCF)

Specification

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Specification at a Glance

Qualification Titles	Total no. of units	QCF level	Credit	GLH	TQT
Speech & Drama - Grade 1	1	1	6	15	60
Public Speaking - Grade 1	1	1	6	15	60
Reading for Performance - Grade 1	1	1	6	15	60
Spoken English - Grade 1	1	1	6	15	60
Interview Technique - Grade 1	1	1	6	15	60
English as an Additional Language - Grade 1	1	1	6	15	60
Speech & Drama - Grade 2	1	1	7	15	70
Public Speaking - Grade 2	1	1	7	15	70
Reading for Performance - Grade 2	1	1	7	15	70
Spoken English - Grade 2	1	1	7	15	70
Interview Technique - Grade 2	1	1	7	15	70
English as an Additional Language - Grade 2	1	1	7	15	70
Speech & Drama - Grade 3	1	1	8	15	80
Public Speaking - Grade 3	1	1	8	15	80
Reading for Performance - Grade 3	1	1	8	15	80
Spoken English - Grade 3	1	1	8	15	80
Interview Technique - Grade 3	1	1	8	15	80
English as an Additional Language - Grade 3	1	1	8	15	80

Assessment	
Form of assessment	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.
Examination Format	The examination (unit) specifications contain the title, learning outcomes (what has to be learnt) and assessment requirements (evidence on which the Learner is assessed). (See Appendix 1)
Bands of Assessment	There are three bands of attainment, pass, merit or distinction.
Quality Assurance	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 1 Award in Graded Examination in Communications - (QCF)

This specification is designed to give teachers and learners practical information on the NEA Level 1 Award 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

A.1 Aims and broad objectives

The aim of the NEA Level 1 Award 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 1 Awards 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 1 Award 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 1 Awards in Graded Examination in Communications provides a progression route to Level 2. It can be argued that NEA Level 1 Awards 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 1 Award in Graded Examination in Communications - (QCF) operates 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 1 Award 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

An NEA Level 1 Award 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

The qualifications have 15 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 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 1 Awards in Graded Examination in Communications – (QCF) are standardised according to the processes and procedures laid down by NEA.

SECTION C: Learner 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 pre-requisites for other qualifications to be completed, and no specified prior knowledge, skills or understanding required prior to taking a NEA Level 1 Award 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 for details about registering Learners for NEA examinations.

SECTION D: Complaints and Appeals

Please see 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 Learner entering an examination receives less favourable treatment on grounds not relevant to good Learner practice.

Our equal opportunities policy can be found www.neweraacademy.co.uk.

SECTION F: Contacts & Support

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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 Learner 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.

Title:	Speaking of Poetry and Prose - Grade 1		
Level:	1		
GLH:	15		
TQT	60		
Credit Value:	6		
Learning outcomes The learner will:		Assessment Criteria The learner can:	
1.	Know and understand the techniques for speaking poetry	1.1	Speak from memory a poem from the syllabus list, to an appropriate standard
2.	Know the techniques for speaking prose	2.1 2.2	Speak from memory a piece of prose, chosen by the learner as specified in the syllabus, to an appropriate standard Discuss phrasing, demonstrating knowledge and understanding
3.	Know and understand the chosen repertoire and the use of phrasing in verse and prose performance	3.1	Discuss phrasing, demonstrating knowledge and understanding

Title:	Speaking in Public - Grade 1		
Level:	1		
GLH:	15		
TQT	60		
Credit Value:	6		
Learning outcomes The learner will:		Assessment Criteria The learner can:	
1.	Know the techniques of speaking in public	1.1	Deliver a structured and coherent talk on one of two topics as specified in the syllabus to an appropriate standard
2.	Understand the techniques involved in speaking in public	2.1	Meaningfully converse about the contents of the talk demonstrating an awareness of subject, preparation and development of skills required for expressive and effective presentation
3.	Understand the use of visual aids	3.1	Demonstrate knowledge of the purpose of visual aids and using them where relevant to enhance a presentation
4.	Be able to use vocal and facial techniques	4.1	Project the voice, speak clearly and with some fluency, using facial expression to create and sustain audience interest

	Title:	Reading for Performance - Grade 1	
	Level:	1	
	GLH:	15	
	TQT:	60	
	Credit Value:	6	
	Learning outcomes The learner will:		Assessment Criteria The learner can:
1.	Be able to read a previously unseen poem to an appropriate standard	1.1 1.2 1.3 1.4	Read with some developing fluency and expression Show some awareness and understanding of form and style adapting the performance to an appropriate standard Connect with the words and communicate with the listener Display some appropriate verse speaking and sight reading
2.	Be able to read a prepared poem to an appropriate standard	2.1 2.2 2.3 2.4	Read an own choice poem from one of the two set poets with some fluency and imaginative response Connect with the form and style of literature to an appropriate standard Involve the listener Display some appropriate reading and verse speaking techniques
3.	Be able to read a piece of prepared prose to an appropriate standard	3.1 3.2 3.3 3.4	Read an own choice selection from one of the two set authors demonstrating some fluency and expression Show some awareness and understanding of form and style, adapting technique for performance to an appropriate standard Involve the listener Display some appropriate reading techniques
4.	Be able to read a previously unseen passage of prose to an appropriate standard	4.1 4.2 4.3 4.4	Read with some developing confidence, fluency and expression to an appropriate standard Interpret the style and form using some individual response and creative imagination Involve the listener by sharing the performance Display some appropriate communication, reading and prose performance technique

Title:	Spoken English - Grade 1		
Level:	1		
GLH:	15		
TQT:	60		
Credit Value:	6		
Learning outcomes The learner will:		Assessment Criteria The learner can:	
1.	Be able to converse fluently on a topic	1.1 1.2	Converse with the examiner on a subject of the learner's choice to an appropriate standard Display appropriate listening and conversational techniques for two way communication
2.	Be able to read a passage of prose to an appropriate standards	2.1 2.2	Read a prepared passage of prose, demonstrating some fluency and expression Display appropriate reading and communication techniques

Title:	Interview Technique - Grade 1		
Level:	1		
GLH:	15		
TQT:	60		
Credit Value:	6		
Learning outcomes The learner will:		Assessment Criteria The learner can:	
1.	Be able to conduct themselves in an interview	1.1 1.2 1.3 1.4	Demonstrate awareness of good self presentation in a formal situation. Demonstrate some listening skills Sustain a conversation Articulate and project so they can be heard and understood
2.	Know how to compile a Curriculum Vitae	2.1	Use a simple, well thought out Curriculum Vitae to present information concisely and to initiate discussion to an appropriate level.
3.	Understand the requirements for giving a good interview	3.1	Demonstrate a growing sense of ease and clarity of thought when discussing their Curriculum Vitae and talking about any subject arising out of the discussion.

Title:	English as an Additional Language - Grade 1		
Level:	1		
GLH:	15		
TQT:	60		
Credit Value:	6		
Learning outcomes The learner will:		Assessment Criteria The learner can:	
1.	Know and understand the techniques used in oral communication	1.1	Read aloud a passage of prose of the learner's own choice, demonstrating vocal clarity, use of intonation and pronunciation and a developing confidence in speaking to communicate.
2.	Understand the English language	2.1	Converse with the examiner about the story in the selected reading, demonstrating knowledge and understanding of the content and meaning.
		2.2	Communicate effectively in conversation with the examiner, expressing meaning and feelings clearly using some vocal variation.

	Title:	Speaking of Poetry and Prose - Grade 2	
	Level:	1	
	GLH:	15	
	TQT:	70	
	Credit Value:	7	
	Learning outcomes The learner will:		Assessment Criteria The learner can:
1.	Know and understand the techniques used for the speaking of poetry	1.1	Speak a poem selected from the syllabus list to an appropriate standard
2.	Discuss with appropriate vocabulary and understanding the techniques involved in performing verse.	2.1	Discuss with appropriate vocabulary and understanding the techniques involved in speaking verse.
3.	Know the techniques of dramatic performance	3.1 3.2	Perform an own choice monologue from a play or speak from memory a piece of prose, chosen by the learner as specified in the syllabus to an appropriate standard Discuss with appropriate vocabulary and understanding the techniques involved in performing memorised prose or performing a scene for one character
4.	Understand the theory of speaking and reading for performance	4.1 4.2	Meaningfully discuss the authors and chosen pieces Meaningfully discuss techniques in reading aloud
5.	Be able to read a passage of prose selected by the examiner from a book chosen and brought by the learner (as per syllabus) to an appropriate standard	5.1 5.2	Read with a good level of fluency and expression Display the appropriate techniques, demonstrating a developing confidence, understanding and ability to communicate the reading

	Title:	Public Speaking - Grade 2	
	Level:	1	
	GLH:	15	
	TQT	70	
	Credit Value:	7	
	Learning outcomes The learner will:		Assessment Criteria The learner can:
1.	Know the techniques of speaking in public	1.1	Deliver a talk on a subject of the learner's own choice, demonstrating knowledge and communication with the audience showing a growing confidence in presentation and an ability to clarify thought and purpose to an appropriate standard
2.	Understand the purpose and use of notes	2.1	Show increasing ability to speak with a sense of spontaneity, minimising use of, and relevance of notes
3.	Understand the techniques involved in speaking in public	3.1	Demonstrate knowledge and understanding of the contents of the talk
4.	Be able to use visual aids	4.1	Use visual aids appropriately to enhance the presentation
5.	Be able to use vocal and facial techniques	5.1	Project the voice, speak clearly and with developing fluency and use facial expression appropriately to engage the audience
6.	Be able to read a previously unseen passage of prose to an appropriate standard	6.1	Demonstrate the appropriate reading and communication techniques

	Title:	Reading for Performance - Grade 2	
	Level:	1	
	GLH:	15	
	TQT	70	
	Credit Value:	7	
	Learning outcomes The learner will:		Assessment Criteria The learner can:
1.	Be able to read a previously unseen poem to an appropriate standard	1.1 1.2 1.3 1.4	Read with increasing confidence and growing fluency and expression to an appropriate standard Interpret the form and style of literature with increasing confidence to an appropriate standard Involve the listener using some communication techniques Display some appropriate reading techniques for verse speaking performance
2.	Be able to read a prepared poem to an appropriate standard	2.1 2.2 2.3 2.4	Read a poem of learner's choice by one of two listed poets demonstrating fluency and expression to an appropriate standard Interpret the form and style of the literature appropriately Involve the listener sharing the poem by visual and vocal means Display the appropriate verse speaking and reading techniques
3.	Be able to read a passage of prepared prose to an appropriate standard	3.1 3.2 3.3 3.4	Read with a good level of technical competence and imagination to an appropriate standard Interpret the form and style of literature to an appropriate standard Involve the listener sharing the narrative by visual and vocal means Display appropriate prose reading techniques
4.	Be able to read a previously unseen piece of prose to an appropriate standard	4.1 4.2 4.3 4.4	Read with increasing confidence and growing fluency and expression to an appropriate standard Interpret the form and style of the extract to an appropriate standard Involve the listener using some communication techniques Display some appropriate prose techniques adapting performance for dialogue and narration where relevant

Title:	Spoken English - Grade 2		
Level:	1		
GLH:	15		
TQT	70		
Credit Value:	7		
Learning outcomes The learner will:		Assessment Criteria The learner can:	
1.	Be able to converse fluently on a topic	1.1 1.2	Converse with the examiner about a photograph, postcard or picture showing a place they have visited Demonstrate appropriate personal involvement, storytelling, communication and performance techniques to bring the conversation to life
2.	Be able to read a previously unseen passage of prose or poetry to an appropriate standard	2.1 2.2	Read at sight, demonstrating increasing technical fluency and creative expression Demonstrate increasing skill in use of reading, performance and communication techniques
3.	Understand how to make speech interesting	3.1	Converse with the examiner about the application of vocal techniques used to achieve expressive, interesting speech

Title:	Interview Technique - Grade 2		
Level:	1		
GLH:	15		
TQT	70		
Credit Value:	7		
Learning outcomes The learner will:		Assessment Criteria The learner can:	
1.	Be able to conduct themselves in an interview	1.1 1.2 1.3 1.4	Demonstrate awareness of good self presentation in a formal situation. Demonstrate developing listening skills Hold an interesting two-way conversation, demonstrating increasing confidence in interaction and talking with purpose. Articulate and project so as to be heard and understood
2.	Be able to demonstrate the skills of Curriculum Vitae construction	2.1	Present a simple Curriculum Vitae showing clear, concise information to an appropriate level to be used as the basis for discussion.
3.	Understand the requirements for giving a good interview	3.1	Meaningfully discuss their CV and an object the learner has brought to the interview.

	Title:	English as an Additional Language - Grade 2	
	Level:	1	
	GLH:	15	
	TQT	70	
	Credit Value:	7	
	Learning outcomes The learner will:		Assessment Criteria The learner can:
1.	Know and understand the techniques used in oral communication	1.1	Read aloud a paragraph they have written about themselves, demonstrating vocal clarity in use of intonation and pronunciation and a developing confidence in speaking.
		1.2	Speak with fluidity, expression, appropriate vocabulary and use of clear, audible and varied speech.
2..	Understand the English Language	2.1	Converse with the examiner about the importance of clear speech, demonstrating applied knowledge and understanding of the process.

	Title:	Speaking of Poetry and Prose - Grade 3	
	Level:	1	
	GLH:	15	
	TQT	80	
	Credit Value:	8	
	Learning outcomes	Assessment Criteria	
	The learner will:	The learner can:	
1.	Know and understand the techniques for the speaking of poetry	1.1	Speak a poem from the syllabus list to an appropriate standard
		1.2	Discuss with appropriate vocabulary and understanding the techniques involved in performance
2.	Know the techniques of dramatic performance	2.1	Perform a scene from a play or an extract of prose by one of the prescribed authors chosen by the learner to an appropriate standard
		2.2	Discuss the techniques involved in prose performance and acting a scene, using appropriate vocabulary and demonstrating understanding
3.	Understand the theory of speaking and reading for performance	3.1	Meaningfully discuss the authors and chosen pieces
		3.2	Meaningfully discuss the pauses used in poetry and prose including sense pause, suspensory pause and dramatic pause.
4.	Be able to read a previously unseen piece of prose to an appropriate standard	4.1	Read with a good level of fluency and expression
		4.2	Display the appropriate techniques, demonstrating a developing confidence, understanding and ability to communicate the reading

	Title:	Public Speaking - Grade 3	
	Level:	1	
	GLH:	15	
	TQT	80	
	Credit Value:	8	
	Learning outcomes	Assessment Criteria	
	The learner will:	The learner can:	
1.	Know and apply the techniques of speaking in public	1.1	Deliver a talk on one of four subjects as listed in the syllabus, demonstrating knowledge of subject, confident delivery and clarity of thought and structure to an appropriate standard
2.	Understand the use of notes	2.1	Show ability to use notes to advantage and unobtrusively
3.	Understand the techniques involved in speaking in public	3.1	Converse with knowledge and understanding on the contents of the talk
		3.2	Converse with knowledge and understanding on how the talk was constructed and presented
4.	Be able to use visual aids	4.1	Use visual aids appropriately to assist intelligibility, enhance the shape and focus of content and demonstrate artistic creativity
5.	Be able to use vocal and facial technique	5.1	Project the voice, speak clearly, fluently and with developing flexibility. Use facial expression appropriately to engage the audience
6.	Be able to read a previously unseen passage of prose to an appropriate standard	6.1	Read at sight a passage of prose with increased confidence, reasonable fluency and expression
		6.2	Demonstrate appropriate use and developing flexibility in reading, communication and presenting techniques

	Title:	Reading for Performance - Grade 3	
	Level:	1	
	GLH:	15	
	TQT	80	
	Credit Value:	8	
	Learning outcomes	Assessment Criteria	
	The learner will:	The learner can:	
1.	Be able to read at sight a passage of poetry to an appropriate standard	1.1	Achieve reasonable fluency and expression in sight reading to an appropriate standard Demonstrate use of imagination by interpreting different styles of literature to an appropriate standard Involve the listener by applying the appropriate verse speaking and communication techniques
		1.2	
		1.3	
2.	Be able to read prepared prose to an appropriate standard	2.1	Read a passage from any fantasy novel by one of the two prescribed authors, demonstrating a good level of technical fluency and creative expression to an appropriate standard Demonstrate knowledge and creative awareness in adapting performance to suit the style and form of literature presented to an appropriate standard Involve the listener visually and aurally by sharing the performance and demonstrating a variety of communication techniques Display the appropriate prose reading emphases and technique for narration and dialogue
		2.2	
		2.3	
		2.4	
3.	Be able to sight read a passage of prose to an appropriate standard	3.1	Read with reasonable fluency and expression to an appropriate standard Demonstrate creative artistry by interpreting different styles of literature to an appropriate standard Involve the listener by applying the appropriate prose reading and communication techniques
		3.2	
		3.3	
4.	Be to read a poem to an appropriate standard	4.1	Read a poem of learner's own choice from one of two poets listed in the syllabus, demonstrating greater competence, developing assurance in sense of performance and increasing awareness of individual expression Display preparation, knowledge and understanding by interpreting different styles of literature appropriately
		4.2	
		4.3	Involve the listener by using a growing range of emphases to engage and sustain interest in mood and subject
		4.4	Display the appropriate reading and communication techniques

	Title:	Spoken English - Grade 3	
	Level:	1	
	GLH:	15	
	TQT:	80	
	Credit Value:	8	
	Learning outcomes	Assessment Criteria	
	The learner will:	The learner can:	
1.	Understand the English language	1.1	Talk with knowledge and understanding about a book they have read and be able to discuss it in detail in addition to any other points arising
		1.2	Understand and explain the necessity for making speech clear.
		1.3	Meaningfully discuss the methods and techniques involved in making speech clear
2.	Be able to converse fluently on a topic	2.1	Talk with ease, knowledge and expression about a book they have read
		2.2	Display appropriate communication and presentation techniques for preparing and delivering a talk
		2.3	Display appropriate conversational techniques
3.	Be able to read a previously unseen piece of prose or poetry to an appropriate standard	3.1	Connect with text to read with fluency and expression
		3.2	Display the appropriate reading techniques to communicate textual forms with an audience

	Title:	Interview Technique - Grade 3	
	Level:	1	
	GLH:	15	
	TQT:	80	
	Credit Value:	8	
	Learning outcomes	Assessment Criteria	
	The learner will:	The learner can:	
1.	Be able to conduct themselves in an interview	1.1	Demonstrate good personal presentation and sense of occasion
		1.2	Be able to show a developing degree of listening skill and clarity of thought
		1.3	Be able to initiate and hold a conversation, demonstrating confident communication and interaction.
		1.4	Articulate and project the voice for audibility and understanding.
2.	Demonstrate the skills of Curriculum Vitae construction	2.1	Present a simple Curriculum Vitae showing clear and concise information, using written skills to an appropriate level and to be used as the basis for discussion.
3.	Understand the requirements for giving a good interview	3.1	Meaningfully discuss their Curriculum Vitae, talk confidently and coherently about the school timetable and clearly communicate their suggested change to the school curriculum.
		3.2	Demonstrate appropriate listening and memory skills, showing the ability to retain and use information accurately by repeating a message given earlier in the interview.

	Title:	English as an Additional Language - Grade 3	
	Level:	1	
	GLH:	15	
	TQT:	80	
	Credit Value:	8	
	Learning outcomes	Assessment Criteria	
	The learner will:	The learner can:	
1.	Know and understand the techniques used in effective oral communication	1.1 1.2 1.3	Present a short talk on one of three subjects listed in the syllabus. Apply correct and expressive use of phrasing in the presentation, demonstrating a knowledge and understanding of its purpose. Demonstrate the ability to use clear speech and vocal changes to convey thought and meaning.
2.	Understand the English language	2.1	Converse with the examiner about the effective use of phrasing, demonstrating conversational skills, ability to express information clearly and appropriate use of vocabulary and phrasing