

**NEW ERA ACADEMY**

**NEA Level 2 Award in Graded Examination in Communications - (QCF)**

**Specification**

**Date: 5<sup>th</sup> April 2012 – Updated April 2020**

## **CONTENTS**

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<b>SECTION A: QUALIFICATION SUMMARY</b>	<b>4</b>
<b>A.1 Aims and broad objectives</b>	<b>4</b>
<b>A.2 Progression</b>	<b>4</b>
<b>A.3 Qualification Structure</b>	<b>4</b>
<b>SECTION B: ASSESSMENT INFORMATION</b>	<b>5</b>
<b>B.1 Assessment Methodology</b>	<b>5</b>
<b>B.2 Expectations of Knowledge, Skills and Understanding</b>	<b>5</b>
<b>B.3 Quality Assurance</b>	<b>5</b>
<b>SECTION C: LEARNER ACCESS AND REGISTRATION</b>	<b>5</b>
<b>SECTION D: COMPLAINTS AND APPEALS</b>	<b>5</b>
<b>SECTION E: EQUAL OPPORTUNITIES POLICY</b>	<b>5</b>
<b>SECTION F: CONTACTS &amp; SUPPORT</b>	<b>6</b>
<b>APPENDIX 1: UNIT SPECIFICATIONS BY GRADE</b>	<b>7</b>

### Specification at a Glance

Qualification Titles	Total no. of units	QCF level	Credit	GLH	TQT
Speech & Drama - Grade 4	1	2	10	20	100
Public Speaking - Grade 4	1	2	10	20	100
Reading for Performance - Grade 4	1	2	10	20	100
Spoken English - Grade 4	1	2	10	20	100
Interview Technique - Grade 4	1	2	10	20	100
English as an Additional Language - Grade 4	1	2	10	20	100
Speech & Drama - Grade 5	1	2	12	23	120
Public Speaking - Grade 5	1	2	12	23	120
Reading for Performance - Grade 5	1	2	12	23	120
Spoken English - Grade 5	1	2	12	23	120
Interview Technique - Grade 5	1	2	12	23	120
English as an Additional Language - Grade 5	1	2	12	23	120

<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 Learner 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 2 Award in Graded Examination in Communications - (QCF)

This specification is designed to give teachers and learners practical information on the NEA Level 2 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](mailto:exams@neweraacademy.co.uk)

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

The aim of the NEA Level 2 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 2 Award 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 2 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 2 Awards in Graded Examination in Communications provides a progression route to Level 3. It can be argued that NEA Level 2 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 students to learn the necessary techniques to gain entry to FE and HE courses. NEA Level 2 Award 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 2 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**

A NEA Level 2 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](mailto:exams@neweraacademy.co.uk)

The qualifications have 20 and 23 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 2 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 prerequisites for other qualifications to be completed, and no specified prior knowledge, skills or understanding required prior to taking a NEA Level 2 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](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 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](http://www.neweraacademy.co.uk).

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

**New Era Academy (Speech and Drama)**  
**2, Aglaia Road**  
**Worthing**  
**West Sussex**  
**BN11 5SN**

**Telephone Number: 01903 246790**

**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 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.

	<b>Title:</b>	Speaking of Poetry and Prose - Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<b>Learning outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>
1.	Know and understand the techniques for the speaking of poetry	1.1 1.2 1.3	Speak a poem as specified in the syllabus to an appropriate standard Demonstrate and discuss the techniques involved in verse speaking performance with appropriate vocabulary and understanding Show a developing sense of believability and creative interpretation through creative application of modulation and tone colour
2.	Know the techniques of dramatic performance	2.1 2.2	Perform a scene from the prescribed play by Shakespeare or a play written after 1960 or a passage of prose from any book by the prescribed author to an appropriate standard Discuss the techniques involved in dramatic and prose performance with appropriate vocabulary demonstrating knowledge and understanding
3.	Understand the theory of speaking and reading for performance	3.1 3.2	Meaningfully discuss the authors and chosen pieces to an appropriate standard Meaningfully discuss modulation to include pitch pace pause inflection tone colour and emphasis to an appropriate standard
4.	Be able to read a previously unseen piece of prose to an appropriate standard	4.1 4.2 4.3	Read with a good level of fluency and expression Display the appropriate communication reading and sight reading techniques to engage and deliver with a sense of performance. Demonstrate developing artistic interpretation to shape meaning and dynamics

	<b>Title:</b>	Speaking in Public - Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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 a prepared speech as specified in the syllabus to an appropriate standard
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 3.2	Meaningfully converse on a topic as specified in the syllabus, demonstrating ability to initiate two-way conversation and responding with thought and relevance Demonstrate developing confidence in speaking in an impromptu situation applying appropriate and flexible communication techniques
4.	Be able to use visual aids	4.1	Understand the purpose of visual aids and demonstrate appropriate and relevant use
5.	Be able to use vocal and facial techniques	5.1 5.2	Project the voice speak clearly and fluently and use facial expression to engage the audience Adopt appropriate posture and stance for sense of performance and relevance to material
6.	Be able to read a previously unseen piece of prose to an appropriate standard	6.1 6.2	Read with fluency and expression Display reading and communication techniques to an appropriate standard

	<b>Title:</b>	Reading for Performance - Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>Credit Value:</b>	10	
	<b>Learning outcomes The learner will:</b>		<b>Assessment Criteria 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	Read with good level of fluency and expression Interpret different styles of literature Involve the listener to an appropriate standard Display the appropriate sight reading techniques
2.	Be able to read a poem as set in the syllabus, to an appropriate standard	2.1 2.2 2.3 2.4	Read with a good level of fluency and expression Make appropriate interpretative choices for performance relevant to verse form, author's intent and particular style Involve the listener to communicate mood and subject Display the appropriate verse speaking and reading techniques, including use of pause.
3.	Be able to read a piece of prose as set in the syllabus to an appropriate standard	3.1 3.2 3.3 3.4	Read with a good level of fluency and expression Interpret different style of literature, making relevant artistic choices to convey prose form, style and author's intent Involve the listener, by engaging and sustaining attention, demonstrating, developing flexibility in tone and technique Display the appropriate visual and vocal emphases and reading techniques for confident communication and performance
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	Read with a good level of fluency and expression Interpret different styles of literature Involve the listener to an appropriate standard Display the appropriate sight reading techniques Display the appropriate techniques

	<b>Title:</b>	Spoken English - Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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 points arising from the talk Meaningfully discuss clear speech and its importance in our lives
2.	Be able to converse fluently on a topic	2.1 2.2 2.3	Talk about a topic set out in the syllabus, demonstrating well thought out preparation Display appropriate techniques for delivering a talk Display appropriate conversational techniques
3.	Be able to read a previously unseen piece of prose to an appropriate standard	3.1 3.2	Read with developing fluency and expression Display the appropriate reading and communication techniques

	<b>Title:</b>	Interview Technique - Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>Credit Value:</b>	10	
	<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	Show a high level of personal presentation Show a high level of listening skills Hold intelligent, two way conversation Demonstrate an appropriate level of research Articulate and project for audibility and intelligibility
2.	Be able to compile and understand the writing of a Curriculum Vitae	2.1	Present a full Curriculum Vitae showing appropriate content and clear and concise written skills to an appropriate level
3.	Understand their requirements for giving a good interview	3.1	Meaningfully discuss importance of personal presentation at an interview
4.	Be able to read a previously unseen passage to an appropriate	4.1 4.2 4.3	Read aloud with fluency and expression Display the appropriate communication and reading techniques Explain the passage in their own words, revealing understanding of content and meaning and using expressive speech, language and vocabulary, to an appropriate level

	<b>Title:</b>	English as an Additional Language - Grade 4	
	<b>Level:</b>	2	
	<b>GLH:</b>	20	
	<b>TQT:</b>	100	
	<b>Credit Value:</b>	10	
	<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 the reading and speaking of poetry	1.1 1.2 1.3	Read a poem as specified in the syllabus. Give a short presentation as specified in the syllabus. Show confidence and understanding in the use of vocal techniques appropriate extended vocabulary and description
2.	Understand the English language	2.1	Meaningfully discuss the effective use of projection.

	<b>Title:</b>	Speaking of Poetry and Prose - Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<b>Learning outcomes The learner will:</b>		<b>Assessment Criteria The learner can:</b>
1.	Know and understand the techniques for the speaking of poetry	1.1 1.2 1.3	Speak a poem as specified in the syllabus to an appropriate standard Demonstrate knowledge and understanding of the techniques involved in speaking poetry using relevant vocabulary to an appropriate standard Show sense of believability creativity and imagination through individual interpretation of selection
2.	Know the techniques of dramatic performance	2.1 2.2 2.3	Perform a scene or a piece of prose as set out in the syllabus to an appropriate standard Discuss the techniques involved in dramatic performance with appropriate vocabulary demonstrating knowledge and understanding Show a sense of believability creativity and imagination through individual interpretation of selection
3.	Understand the theory of speaking and reading for performance	3.1 3.2	Meaningfully discuss the authors and chosen pieces to an appropriate standard Meaningfully discuss breath support projection and resonance to an appropriate standard
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 to an appropriate standard Display the appropriate reading and sight reading techniques to engage communicate and entertain Demonstrate some artistic interpretation of material for believability and dynamic

	<b>Title:</b>	Speaking in Public - Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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 a speech as specified in the syllabus to an appropriate standard
2.	Understand the use of notes	2.1	Demonstrate how to use notes unobtrusively enhancing the structure of a speech
3.	Understand the techniques involved in speaking in public	3.1 3.2	Meaningfully discuss proposal of toasts, reply to a toast and the way to propose a vote of thanks Demonstrate maturity of thought confident when responding to specific questioning
4.	Be able to use visual aids	4.1	Demonstrate appropriate use of visual aids to shape structure and content
5.	Be able to use vocal and facial techniques	5.1	Project the voice speak clearly and fluently and use facial expression and appropriate body language to engage the audience throughout
6.	Be able to read a previously unseen piece of prose to an appropriate standard	6.1 6.2	Read with fluency and expression Display the appropriate reading and communication techniques

	<b>Title:</b>	Reading for Performance - Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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 prose to an appropriate standard	1.1 1.2 1.3 1.4	Read with good level of fluency and vocal and visual expression Make appropriate interpretative choices relevant to literary form and style Involve the listener to communicate both mood and subject Display the appropriate reading techniques
2.	Be able to read a chosen piece of prose from the syllabus selection to an appropriate standard	2.1 2.2 2.3 2.4	Read with a good level of fluency and expression Interpret the form and style of the poem using appropriate tone colour and imagination Involve the listener by engaging and sustaining attention. Sensitive modulation and skilled use of eye contact to share both mood and content Display the appropriate verse speaking and reading techniques including use of pause appropriate to form
3.	Be able to read a chosen piece of prose from the syllabus selection to an appropriate standard	3.1 3.2 3.3	Read with good level of fluency and expression Interpret different styles of literature using appropriate tone colour and artistic choice for conveying prose form Involve the listener by engaging and sustaining attention making full use of modulation and projection and with skilled combination of pausing, phrasing and eye contact
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 a good level of fluency and expression Interpret different style of literature and make appropriate artistic choices for performance Involve the listener to communicate both mood and subject throughout Display the appropriate prose reading and sight reading techniques

	<b>Title:</b>	Spoken English - Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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 we can make our speech clear, vital, colourful and interesting
2.	Be able to converse fluently on a topic	2.1 2.2 2.3	Talk about a topic set out in the syllabus, demonstrating well thought out preparation Display appropriate techniques for delivering a talk Display appropriate conversational techniques
3.	Be able to read a previously unseen piece of prose to an appropriate standard	3.1 3.2	Read with fluency and expression Display the appropriate reading and communication techniques

	<b>Title:</b>	Interview Technique - Grade 5	
	<b>Level:</b>	3	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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 a high level of personal presentation Show a high level of listening skills Demonstrate the ability to hold intelligent conversation, demonstrating reasoned responses, personality and initiating discussion where appropriate Articulate and project so they can be heard and understood 'Read' body language of interviewer appropriately in order to inform visual and vocal responses
2.	Know how to and be able to demonstrate the writing of a Curriculum Vitae	2.1	Present a full Curriculum Vitae with appropriate content and showing clear and concise written skills, to an appropriate level
3.	Understand their requirements for giving a good interview	3.1	Meaningfully discuss different types of interview styles and what they are used for
4.	Be able to read a letter or an article, relevant to the learner's chosen career, to an appropriate standard	4.1 4.2 4.3	Read the article aloud with fluency and expression to convey content and purpose clearly. Display the appropriate reading and communication techniques to convey meaning and purpose to an audience Discuss the letter or article with the interviewer, showing individuality and clarity of thought, appropriate language and vocabulary and engagement with the interview throughout

	<b>Title:</b>	English as an Additional Language - Grade 5	
	<b>Level:</b>	2	
	<b>GLH:</b>	23	
	<b>TQT:</b>	120	
	<b>Credit Value:</b>	12	
	<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 reading and presentation	1.1 1.2 1.3	Give a short talk on a subject set out in the syllabus Demonstrate vocal presentation techniques Show understanding and fluency in use of oral language using appropriate and extended vocabulary
2.	Understand the English language	2.1 2.2	Meaningfully discuss the selected book and author Meaningfully discuss the effective use of inflection and modulation
3.	Be able to sight read a prose passage, taken from a book of their own choice, from a selection of listed authors	3.1 3.2	Read with developed confidence, demonstrating an understanding of English and sharing meaning with the audience Display the appropriate reading and communication techniques