

ESB Entry Level Award in Speech (Entry 3)



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ESB Entry Level Award in Speech (Entry 3)

The ESB Entry Level Award in Speech (Entry 3) promotes oracy and is designed to develop learners' speaking, reading, listening and responding skills. The qualification can build learners' confidence and help them to use their voice effectively.

As part of the qualification, learners will:

- Plan and give a 3-minute talk.
- Introduce and present a memorised poem or piece of drama.
- Introduce a book reading, placing the passage in the context of the story.
- Read aloud a chosen passage from a prepared 6-12 pages.
- Listen attentively and respond to questions clearly.
- Ask questions or make comments based on other's work.

The qualification is predominantly aimed at Key Stage 2. The target learner group is Year 5 pupils (indicative age 9-10 years old) but it is not prescriptive: the assessment may be taken by younger and older learners.

Qualification Information	
Accreditation Information	SQA Title: ESB Examination in Speech: Stage 3 SQA Start Date: 31/07/2014 Code: R576 04
Qualification Aim	The overall aim of the qualification is to promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners.
Assessment Method	This qualification is assessed via an external assessment. It is quality assured by English Speaking Board (International) Ltd.
Total Individual Assessment Time	12 minutes
Total Qualification Time (hours)	N/A
Guided Learning Hours	N/A
Credit	N/A
Grading	Learners can achieve one of the following grades: <ul style="list-style-type: none">• Unsuccessful• Pass• Good Pass (Endorsed)• Merit• Merit Plus (Endorsed)• Distinction.

Assessment Overview

The assessment is divided into four sections:

Section 1 (40% of assessment): Talk – Explaining How, 3 minutes.

Learners should talk about something they have achieved, made, grown or learned about. For example, they may talk about: how they gained a certificate; a trophy they have won; making or growing something; the planets; or the Tudors. They should support their talk by using a relevant visual aid.

Learners should begin by giving the title of their chosen poem or piece of drama, the author's name, and a detailed reason for their choice. They should then recite their poem or piece of drama, sharing the content to the assessor and the group.

Section 2 (20%): Speaking by Heart (not self-composition), 2 minutes.

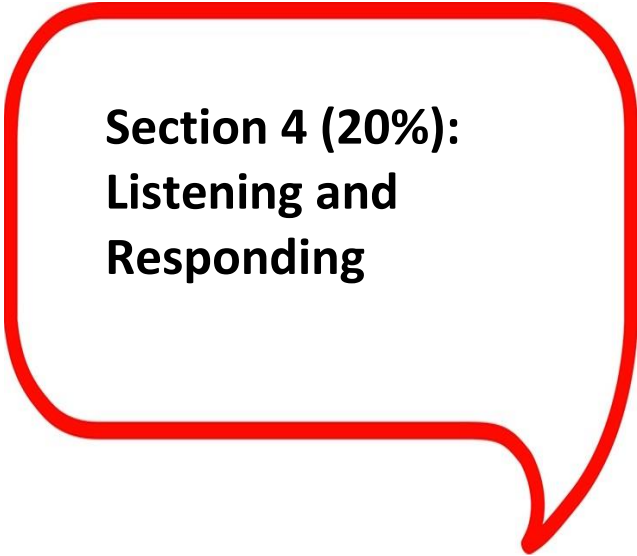
Learners should practice 6-12 pages (containing dialogue) of a book from which the assessor will choose an extract to be read aloud.

They must also introduce the book, placing their chosen section within the wider context of the story.

Section 3 (20%): Reading Aloud, 2 minutes.

Learners should answer questions from the assessor and group after any section.

They should also participate in a group discussion, joining in with comments and questions.



Section 4 (20%): Listening and Responding

English Speaking Board (International) Ltd. has a Reasonable Adjustments and Special Considerations Policy, which is compliant with statutory regulations. For further information, please see:

http://esbuk.org/uploads/files/Reasonable_Adjustment.pdf

National Curriculum Coverage

This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken Language](#) at Key Stages 1 and 2. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone activity. This qualification can also support the teaching of national curricula in English and Literacy in [Scotland](#), [Wales](#) and [Northern Ireland](#).

In addition, it can be used by teachers to help deliver Personal, Social, Health and Economic (PSHE) education and can contribute to learners' Spiritual, Moral, Social and Cultural (SMSC) development and the promotion of citizenship and British values, through the content used for talks, poetry and books.

The diagram below shows how each assessment section covers Key Stage 1 and 2 National Curriculum requirements in Spoken Language:



Learning Outcomes and Assessment Criteria

Learning outcomes set out the knowledge and skills a learner will be able to demonstrate as a result of the learning process. Assessment criteria set out what is required, in terms of actions, to meet a learning outcome.

The Entry Level Award in Speech (Entry 3) has the following learning outcomes and assessment criteria:

Learning outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Plan a talk of up to three minutes' duration.	1.1 Show evidence of planning. 1.2 Link detail to own experience.
2	Speak in front of a small group and an assessor.	2.1 Tell the assessor and the listening group about something achieved, made, grown or learnt. 2.2 Share content to the group. 2.3 Use visual aids.
3	Introduce and present a memorised poem or piece of solo drama of appropriate maturity (not a self-composition).	3.1 Make a choice that allows a focus on rhythm and structure. 3.2 Introduce the piece. 3.3 Commit the words to memory. 3.4 Deliver the piece.
4	Practise six to twelve pages, containing dialogue, from a favourite book.	4.1 Make a choice appropriate to reading ability.
5.	Introduce the reading, placing the passage in the context of the story.	5.1 Give the title and author of the book. 5.2 Take half a minute to introduce your reading clarifying the context of the chosen pages.
6	Read aloud a passage selected by the assessor from the prepared pages.	6.1 Make clear contrast between narrative and dialogue. 6.2 Use pause appropriately. 6.3 Respond vocally and facially to the words. 6.4 Make eye contact with listeners.
7	Speak clearly and loudly enough for the listeners to hear.	7.1 Speak using variation of pitch. 7.2 Speak using variation of pace. 7.3 Speak using variation of tone. 7.4 Speak with vocal strength.
8	Answer questions briefly from others.	8.1 Give responses and related ideas.
9	Listen quietly to the presentations of everyone else.	9.1 Sit still. 9.2 Look at other speakers. 9.3 Behave positively and courteously throughout.
10	Ask factual questions of others at appropriate times.	10.1 Find questions to ask when the opportunity presents itself. 10.2 Offer own ideas and supportive comments to support the group.

Grading Criteria

During an assessment, an ESB assessor will review a learner's performance in each of the four sections. In the process, an assessor will mark a learner against a set of grading criteria for each section. The set of criteria for each section are mapped to the qualification learning outcomes and assessment criteria.

For a specific section, an ESB assessor will review a learner's performance in relation to each criterion (for example, Visual Aids in the Talk') and allocate a grade of either:

- Unsuccessful
- Pass
- Good Pass
- Merit
- Merit Plus
- Distinction.

Each criterion in a section is reviewed by the assessor in order to determine a learner's overall performance. In Section 1, some criteria within the section are weighted more heavily than others. Ranked from highest to lowest, the weightings are distributed as follows:

- Content
- Structure, Style, Communication
- Voice and Speech
- Visual Aids

As a result, a learner's performance in a higher weighted section will have a greater impact on determining their overall grade. In the other sections, the criteria are weighted equally within each section.

Our assessments aim to promote clear, effective and confident oral communication amongst all learners, and subsequently, they have been designed to encourage learners to reach a minimum 'Pass' standard in speaking, listening and responding.

Section 1: Talk Time: 3 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Structure	Evidence of structure, with a beginning or ending.	Evidence of structure with clear beginning or ending.	Talk structured, with clear beginning and ending.	Clearly structured with originality in beginning and/or ending.	Clearly structured with originality in beginning, body and ending.
Style	Shows personal interest in topic. Heavily reliant on notes or memorised information.	Shows personal interest in topic. Mostly reliant on notes or memorised information.	Mostly natural sounding, using brief notes if necessary.	Spontaneous delivery, occasional reference to notes.	Fluent speech, spontaneous delivery throughout.
Voice and speech	Clear or audible voice.	Clear and audible voice.	Clear, audible, even delivery.	Clear and audible with some variation of pitch, pace or tone.	Voice and speech have vitality. Content is sensitively paced for listeners.
Content	General explanation.	General explanation with some elements of clear detail.	Mostly clear detail.	Clearly detailed but with little or no reference to personal experience.	Detailed explanation, with individuality and reference to personal experience.
Visual Aids	Shows visual aids.	Shows chosen object and refers to it at least once.	Shows chosen object and refers to it more than once.	Talk is built around chosen object and it is presented confidently.	Talk is built around chosen object and it is presented confidently and competently.
Communication	Looks up at beginning and end.	Looks up at beginning and end and at frequent intervals during the presentation.	Engages with assessor and/or some, but not all, of the group.	Engages with the assessor and the whole group.	Shares content enthusiastically and competently with the assessor and whole group.

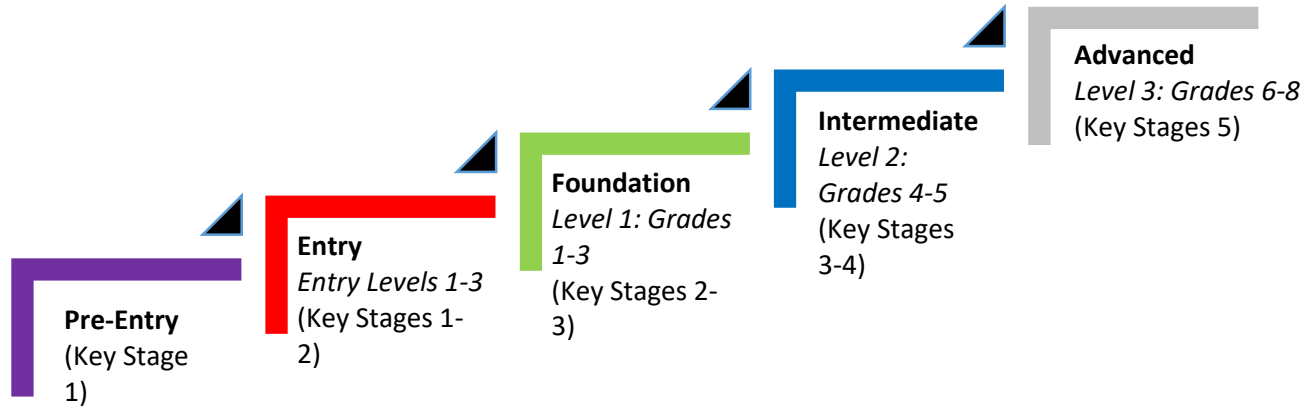
Section 2: Speaking by Heart Time: 2 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	Gives title and author.	Gives title and author with brief reasons.	Gives title and author with fuller, thoughtful reasons for choice.	Gives title and author with detailed reasons.	Gives title and author with detailed reasons and enthusiasm, awakening interest.
Memory	Remembers lines with several prompts.	Needs one prompt.	Words generally secure, no prompts required, but some hesitation.	Words mainly secure, no prompts required. There is little hesitation.	Words totally secure, no prompts required. There is no hesitation.
Voice /delivery	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear and audible with some variation of pitch, pace or tone.	Voice has vitality and candidate uses facial expression. Thoughtfully paced.
Choice and Interpretation	Choice allows candidate to concentrate on the rhythm or structure.	Choice allows candidate to begin to convey the mood.	Choice allows candidate to show enjoyment.	Choice allows candidate to convey mood or spirit with understanding and enjoyment.	Choice allows candidate to share the mood or spirit of the poem with thoughtful interpretation.

Section 3: Reading Aloud Time: 2 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of book and passage/pages	An appropriate choice of the required number of pages, containing dialogue.	A choice of suitable length with some opportunity for variety.	A lively or dramatic choice with regular opportunity for variety.	A piece with variety, offering a balanced range of narrative and dialogue.	A challenging choice with a balanced range of dialogue and narrative as well as technical challenges.
Introduction	Gives title and author without context.	Gives title and author with brief context.	Clear introduction setting the prepared pages in context.	Fuller introduction with context.	Interest aroused by enthusiasm for the book. Detailed context, clearly established.
Style	Mainly fluent with regular hesitation.	Mainly fluent. Reading has minor hesitations or is rushed.	Lively reading with mainly appropriate pace.	Fluent throughout, well-paced.	Clear contrast between narrative and dialogue, including appropriate pauses.
Voice / Delivery	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear, well-projected voice, with some variation of pitch, tone amount and/or tone quality.	Vocally and facially responds to the words.
Communication	Some eye contact or other sharing behaviour.	Shares with listeners from time to time.	Looks up regularly, while keeping the flow.	Looks up regularly, and comfortably, while keeping the flow.	Shows full awareness of listeners with easy eye contact or similar.

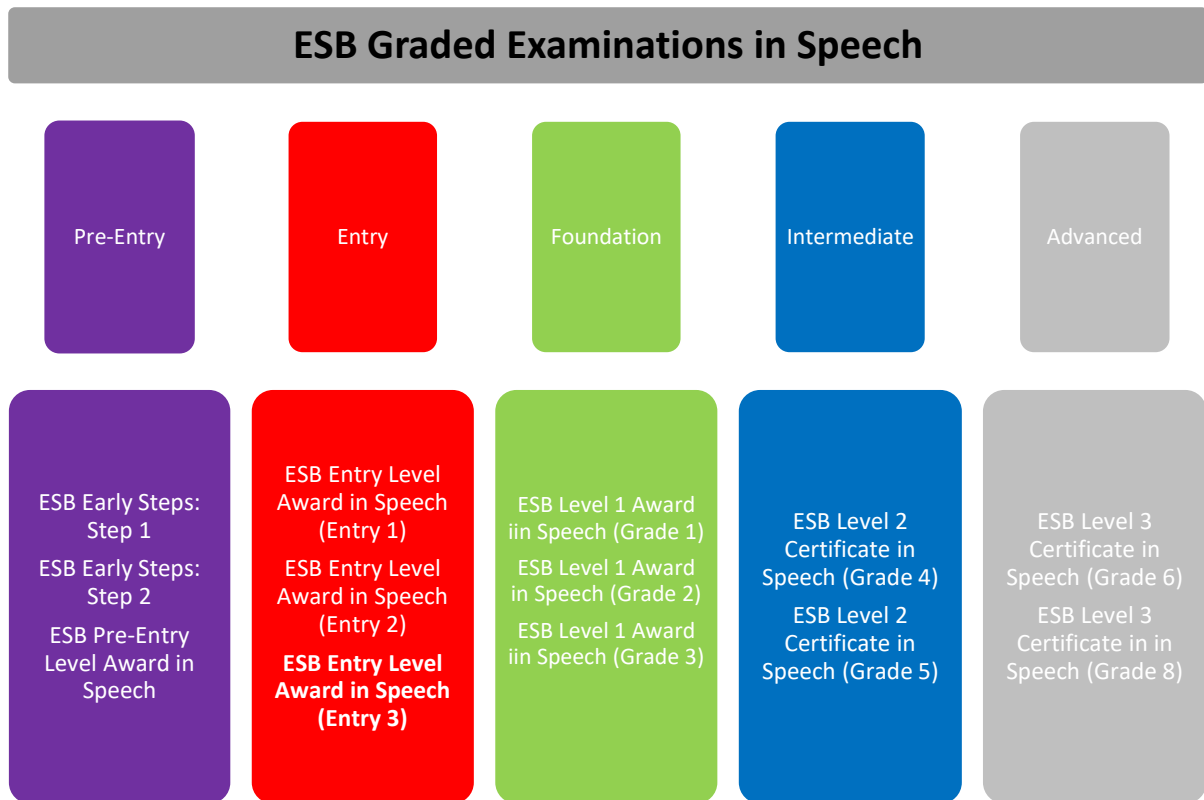
Section 4: Listening and Responding	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Listening Skills	Listens and understands some questions.	Listens and understands most questions.	Listens and understands all questions.	Listens and understands all questions fully.	Listens and understands all questions fully and listens in an encouraging manner.
Responding to Questions	Brief responses developing some answers.	Developing fuller answers.	Fuller, more fluent answers.	Some lively responses.	Lively responses and related ideas, showing excellent communication skills.
Asking Questions	Asks one or two simple or repetitive questions.	Asks several simple or repetitive questions.	Questions seek additional information.	Thoughtful and more complex questions.	Thoughtful and more complex questions and relevant comments.
Taking part in the group	Takes part when reminded.	Brief contributions without being reminded.	Engages with the group.	More extensive contributions.	Offers own ideas and comments to support the group.
General	Quietly receptive member of the group.	Engagement with the assessor and some of the group.	Engagement with the assessor and all of the group.	Engagement with the assessor and all of the group, displaying a positive attitude.	Engagement with the assessor and all of the group, displaying a positive, helpful and courteous attitude.

Qualification Progression

Graded Examinations in Speech of ESB are available at five different levels. These levels are shown below:



Below is our qualification portfolio and the relevant qualification highlighted in bold:



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