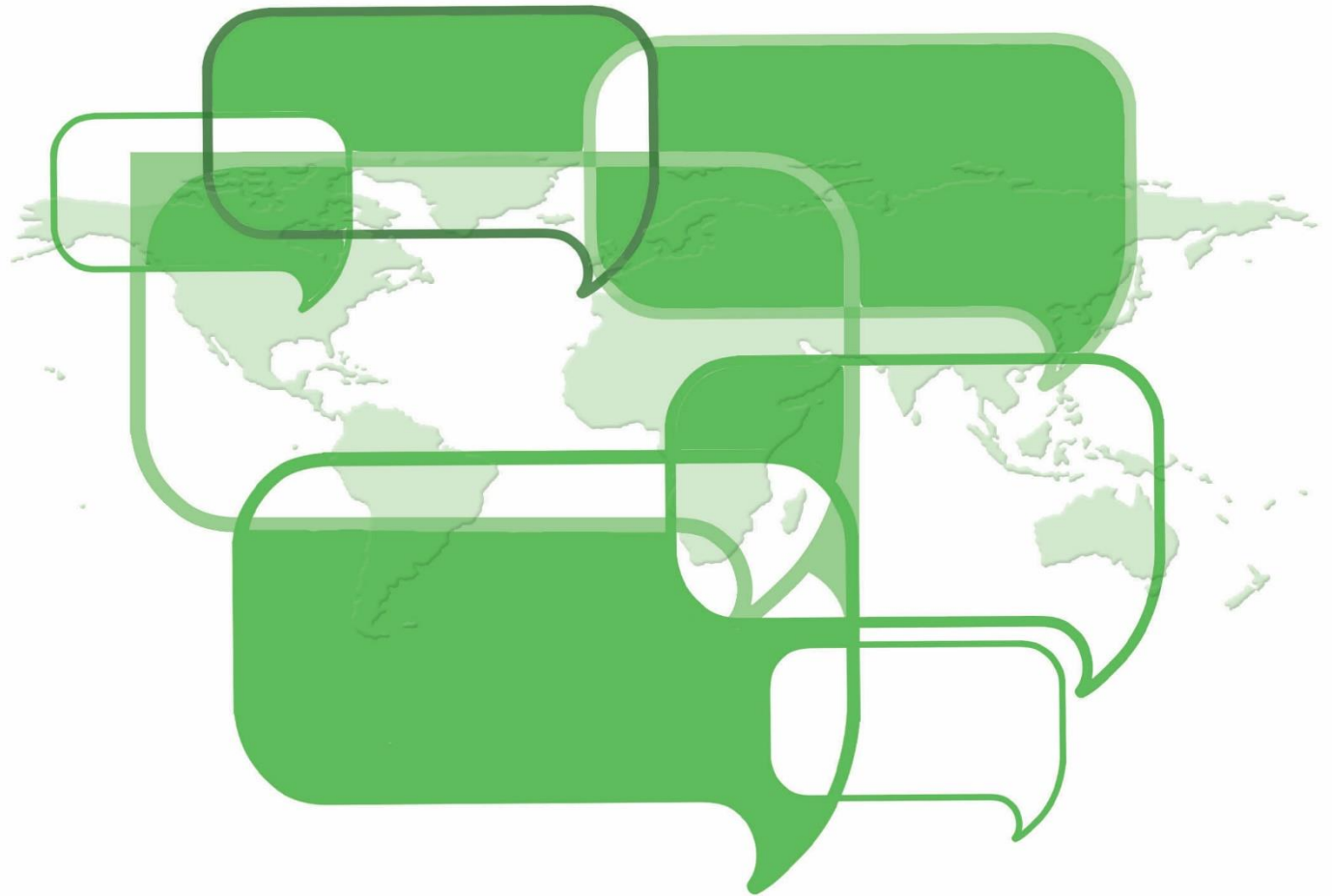


ESB Level 1 Award in Speech (Grade 1)



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Contents

| | |
|--|----|
| <i>ESB Level 1 Award in Speech (Grade 1)</i> | 4 |
| <i>Assessment Overview</i> | 5 |
| <i>National Curriculum Coverage</i> | 7 |
| <i>Learning Outcomes and Assessment Criteria</i> | 8 |
| <i>Grading Criteria</i> | 9 |
| <i>Qualification Progression</i> | 14 |

ESB Level 1 Award in Speech (Grade 1)

The ESB Level 1 Award in Speech (Grade 1) promotes oracy and is designed to develop learners' presentational skills and build their confidence in self-expression. In doing so, the qualification can help learners to clearly structure and communicate information, provide reasons to support ideas and opinions, present poetry and prose with enthusiasm and ask appropriate questions to build on the work of others.

As part of the qualification, learners will:

- Structure and deliver a 4-minute talk about a topic of personal interest.
- Introduce, with reasonable detail, and speak a memorised poem or piece of drama.
- Prepare 10-15 pages from a book and read aloud a selected passage.
- Introduce the reading, in a way that persuades others to read the book.
- Listen and respond to questions about any aspect of the assessment.
- Ask questions and make comments based on the work of others.

The qualification is predominantly aimed at Key Stage 2. The target learner group is Year 6 pupils (indicative age 10-11 years old) but it is not prescriptive: the assessment may be taken by younger and older learners.

| Qualification Information | |
|---|---|
| Accreditation Information | Ofqual Start Date: 01/09/2010 Code: 501/1665/4 SQA Title: ESB Examination in Speech: Grade 1 SQA Start Date: 31/07/2014 Code: R577 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 | 13 minutes |
| Total Qualification Time (hours) | 60 |
| Guided Learning Hours | 12 |
| Credit | 6 |
| 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 – Free Choice, 4 minutes.

Learners should present a topic of personal interest. For example, they might talk about: a hobby, an outdoor pursuit, or a sport they play or follow; a personal achievement such a qualification, badge or prize; or a contemporary issue such conservation, recycling or space exploration. They should support their talk using relevant visual/audio material.

Learners should begin by introducing their choice of poem or piece of drama, explaining its appeal. They should then present their memorised choice, sharing the content to the assessor and the group.

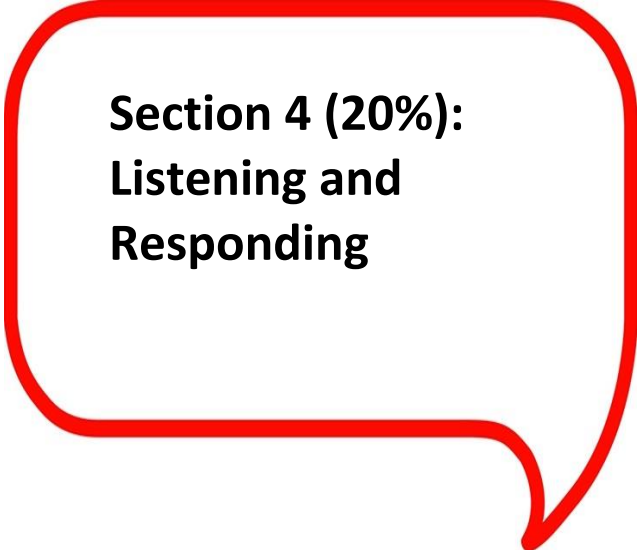
Section 2 (20%): Speaking by Heart (not self-composition), 2 minutes.

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

Learners should prepare 12-15 pages (containing dialogue) of a book, from which the assessor will choose an extract to be read aloud. They must also introduce the book, explaining its appeal.

Learners should respond to questions from the assessor and group at any time.

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:

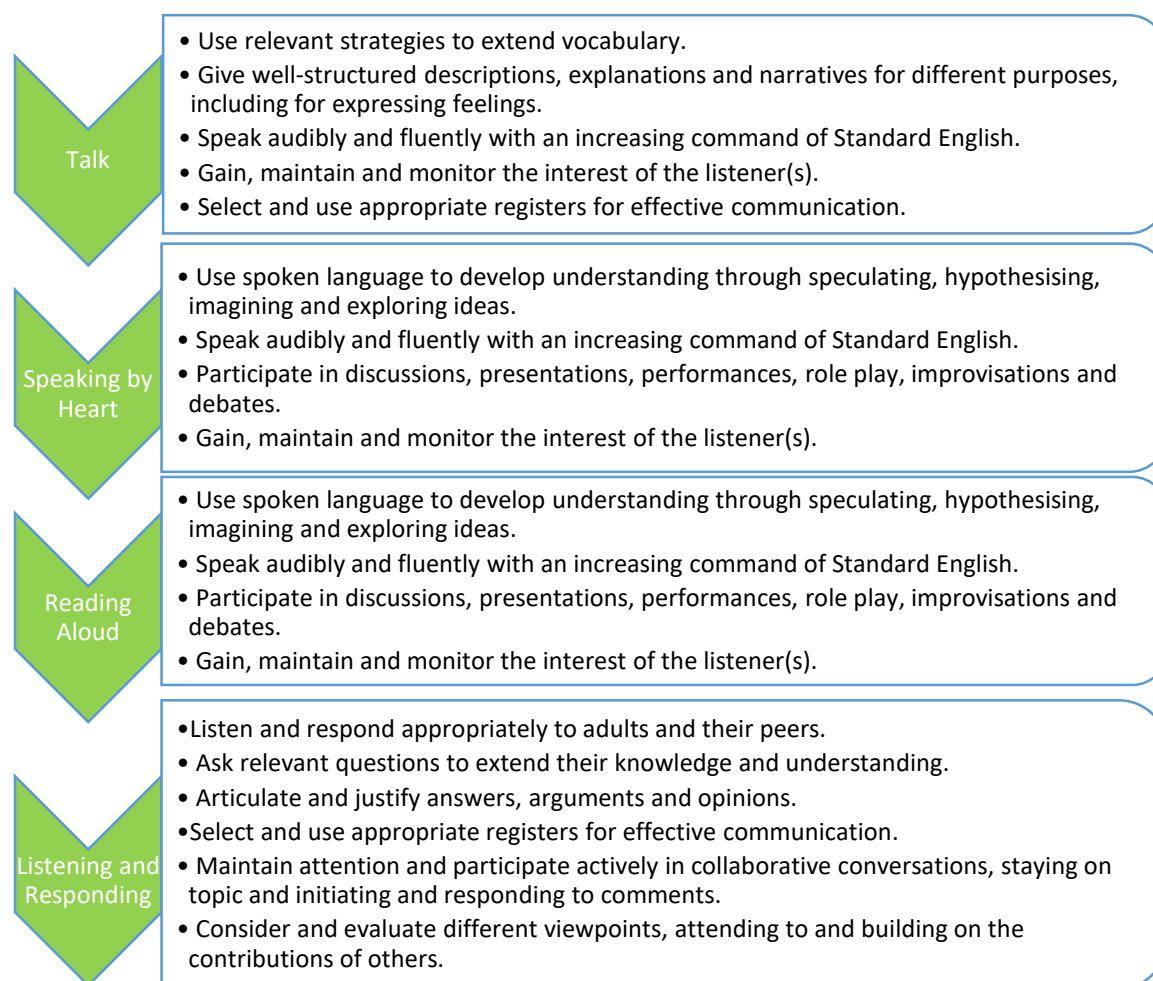
http://esbuk.org/uploads/files/Reasonable_Adjustment.pdf

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 ESB Level 1 Award in Speech (Grade 1) 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 no longer than four minutes' duration, including appropriate visual aids. | 1.1 Show evidence of planning within time limits. 1.2 Show evidence of research and personal involvement. |
| 2 | Speak in front of a small group and an assessor. | 2.1 Research and present a topic of personal interest, including ideas, opinions and facts. 2.2 Share content to the group. 2.3 Illustrate the talk with a visual aid. |
| 3 | Introduce and present from memory a poem or extract of drama (not a self-composition). | 3.1 Choose a piece that is meaningful to the learner. 3.2 Introduce the piece, with reasons for selecting it. 3.3 Commit the words to memory. 3.4 Deliver the piece with an awareness of the audience. |
| 4 | Prepare twelve to fifteen pages, including dialogue, from a favourite book. | 4.1 Make a choice, with dialogue, appropriate to reading ability. |
| 5 | Introduce the reading, explaining the appeal of the book. | 5.1 Give the title and author of the book. 5.2 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 and understand. | 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 from others. | 8.1 Give responses extending topic material. |
| 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 questions and offer ideas 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: 4 minutes | Pass | Good Pass (Endorsed) | Merit | Merit Plus (Endorsed) | Distinction |
|------------------------------------|--|--|---|--|--|
| Structure | Planned talk, with clear beginning and ending. Runs under or over allotted time by more than 1 minute. | Planned talk, with clear beginning and ending. Runs under or over allotted time by more than 40 seconds. | Planned talk, with clear beginning and ending. Adheres to time limit. | Talk organised and efficient with originality in beginning and/or ending. | Talk organised and efficient, with originality in beginning and body, and thoughtful concluding comment. |
| 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. | Spontaneous delivery. Confident command of material and language with or without notes. |
| Voice and speech | Clear or audible voice. | Clear and audible voice. | Voice has some vitality. Variety and some use of pause. | Fluent delivery with some variety. Pace is mostly controlled and there is an effective use of pause. | Lively, fluent delivery. Content is sensitively paced for listeners. |
| Content | Some evidence of research. | Some evidence of research; generating ideas and opinions. | Selective use of researched material. | Accurate, varied content with little or no personal detail. | Accurate, varied content, interestingly put together with personal detail. |
| Visual Aids | Reliant on one/a simple piece of visual material for support. | Using simple material with more confidence. | More complex visual material chosen and used. | More complex visual material used confidently and competently. | Visual material, used confidently and competently in a way that enhances understanding. |
| Communication | Starting to develop audience awareness or sharing behaviour. 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. |

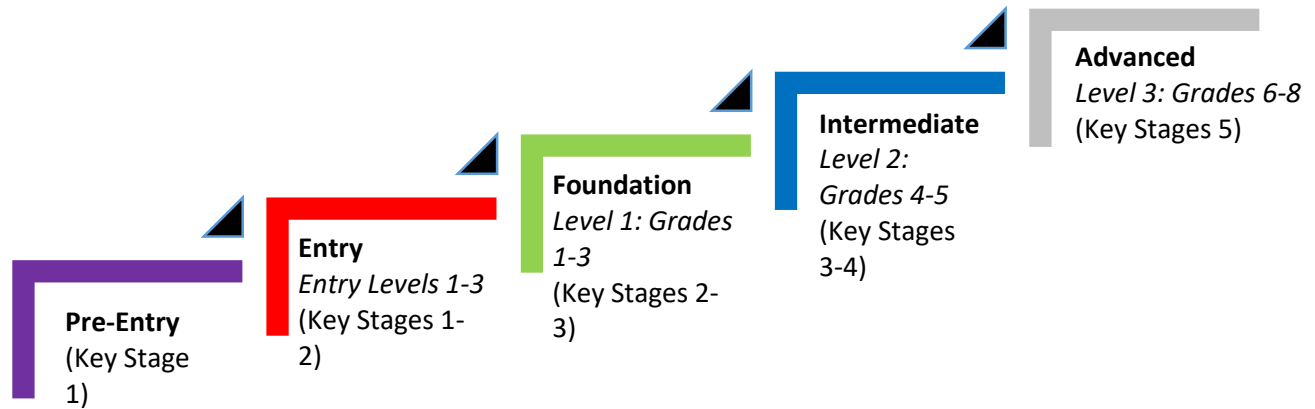
| Section 2: Speaking by Heart (Poetry or Solo Drama) Time: 2 minutes | Pass | Good Pass (Endorsed) | Merit | Merit Plus (Endorsed) | Distinction |
|---|---|---|---|---|--|
| Introduction | Gives title and poet with brief reason(s) for choice when prompted. | Gives title and poet with brief reason(s) for choice without prompting. | Gives title and poet, with fuller reasons for choice without prompting. | Gives title and poet, with comprehensive reasons for choice without prompting. | Gives title and poet with comprehensive reasons and enthusiasm, awakening interest. |
| Memory | Remembers lines with more than one prompt. | Remembers lines and requires 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 | Clear or audible voice, using vocal expression. | Clear and audible voice using vocal expression but is rushed. | Appropriate phrasing, and use of pause for understanding. | Appropriate phrasing. Pace is mostly controlled and there is an effective use of pause. | Free and fluent delivery, sensitively paced with effective use of pause and facial expression. |
| Choice and Interpretation | Choice allows candidate to concentrate on the rhythm or structure. | Choice allows candidate to convey the mood or atmosphere. | Choice allows candidate to successfully create and convey mood or atmosphere. | Choice allows candidate to convey mood or spirit with understanding and enjoyment. | Choice allows candidate to create a sense of spontaneity with awareness of audience. |

| 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 which offers some challenges for the reader. | A challenging choice with a balanced range of narrative and dialogue as well as technical challenges. |
| Introduction | Short introduction including brief context, with prompting. | Short introduction including brief context, with no prompting. | Clear introduction setting the prepared pages in context. | Fuller introduction with context. | Fuller enthusiastic introduction which generates enthusiasm for the book. Detailed context, clearly established. |
| Style | Fluent in places but there is regular hesitation or is rushed. | Mostly fluent but there are minor hesitations or is rushed. | Fluent reading with appropriate pace and timing. | Fluent and expressive and well-paced reading throughout. | 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 in a positive manner and understands all questions fully. |
| 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. | Some engagement with the group. | Encouraging attitude to rest of group. | Positive, helpful or courteous to rest of group. | Positive, helpful and courteous to rest of group throughout. |

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:

| ESB Graded Examinations in Speech | | | | |
|---|--|--|---|--|
| Pre-Entry | Entry | Foundation | Intermediate | Advanced |
| ESB Early Steps: Step 1 ESB Early Steps: Step 2 ESB Pre-Entry Level Award in Speech | ESB Entry Level Award in Speech (Entry 1) ESB Entry Level Award in Speech (Entry 2) ESB Entry Level Award in Speech (Entry 3) | ESB Level 1 Award in Speech (Grade 1) ESB Level 1 Award in Speech (Grade 2) ESB Level 1 Award in Speech (Grade 3) | ESB Level 2 Certificate in Speech (Grade 4) ESB Level 2 Certificate in Speech (Grade 5) | ESB Level 3 Certificate in Speech (Grade 6) ESB Level 3 Certificate in Speech (Grade 8) |

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