



Primary

Graded Examination in Speech:

Introductory



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Introduction

ESB promotes and assesses spoken English in a wide range of educational centres: primary and secondary schools, further and higher education colleges, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB is a charitable organisation which was founded in 1953 to pioneer the practice and assessment of oral communication and to recognise its fundamental importance to education.

ESB has grown into an international organisation assessing extensively in the UK, Europe, the Far East and West Indies.



Junior Introductory Grade Year Group 2 / Indicative Ages 6-7

Unit 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 children. Graded Assessments are mapped to the statutory requirements for Spoken Language in the National Curriculum.

Qualification Junior Introductory Grade (Entry Level)	
Assessment method	External Assessment
Grading	Pass, Good Pass (Endorsed), Merit, Merit Plus (Endorsed) Distinction
Accreditation Information	Ofqual Start Date: N/A SQA Start Date: 31/7/2014 Code: R395 04
Total Individual Time	9 minutes
Credit value	N/A
Guided learning hours (GLH)	N/A
Age range	6 -7
Target Group	<ul style="list-style-type: none"> Indicative age is Year 2, but this is not prescriptive; the assessment may be taken by younger or older candidates

Junior Introductory: Syllabus Content Summary				
All tasks take place in a participating group context of at least 6 children . All tasks are mandatory and solo				
Junior Introductory 9 Minutes	Section 1: Talk Something Special 2 Minutes Show listeners a favourite toy or item and tell them about it	Section 2: Speaking by Heart (not self-composition) Own choice 1 Minute Speak by heart a poem you enjoy. Say the title and the poet's name first	Section 3: Reading Aloud 1 Minute Read a prepared passage of about 100 words from a favourite story. Give the title and author.	Section 4: Listening and Responding Answer questions from the assessor and the group after the talk.

Glossary

Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the Regulated Qualifications Framework (QCF).
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner initiated private study, preparation and marking of formative assessment is not taken into account.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place.
Indicative content	Provides guidance and advice on the key words.

Qualification Progression

Junior Grade 1

- Usually taken in Year Group 3 / Indicative Ages 7-8

Junior Grade 2

- Usually taken in Year Group 4 / Indicative Ages 8-9

Junior Grade 3

- Usually taken in Year Group 5 / Indicative Ages 9-10

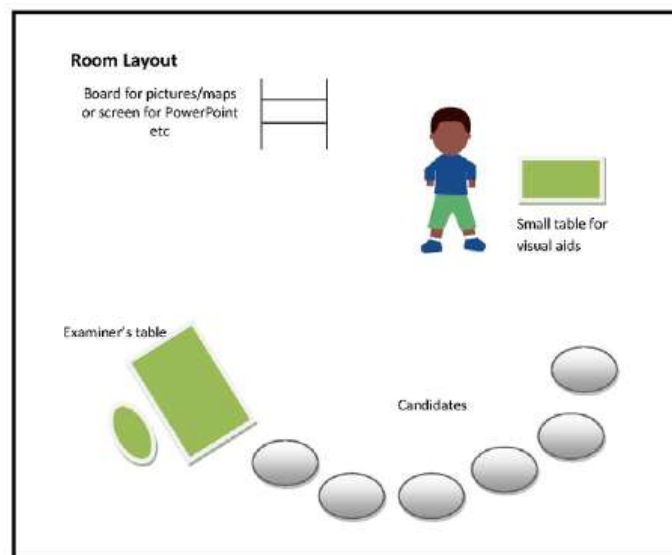
Assessment Explained

This qualification is externally assessed and quality assured by ESB. The assessment is based on each individual meeting the learning outcomes and assessment criteria, including the ability of the speaker to participate in turn as part of the listening, responding audience. The assessment process and outcome is independent but the tutor is encouraged to sit in as part of the audience.

The recommended maximum number of candidates for assessment at Junior Introductory is 26 for one examiner in a day to allow for individual time schedules, changeover and breaks. For larger numbers ESB can provide additional examiner(s) on the same day or assessments may be run over consecutive days.

Each candidate must present to a minimum audience of 5 to allow for full interaction. There may be occasions where not all members of the audience are entrants for Junior Introductory or entrants for the same ESB assessment syllabus. The assessment process works most effectively with a small group as audience, rather than the whole class.

The assessment group should be seated in a horseshoe with the assessor at one end and the speaker in the mouth of the horseshoe. This allows for easy eye contact across the group and ensures the assessor is part of the audience.



The assessor assesses each candidate in turn, in the presence of the group. The assessor provides general oral feedback to the group at assessment.

The ESB assessor also provides a specific written report for each candidate on each aspect of the assessment, with guidance where needed for future progress. These reports are returned to the centre following assessment.

Qualification Criteria

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Plan a talk of up to two minutes' duration	1.1 Show evidence of planning 1.2 Link detail to own experience 1.3 Present chosen object confidently without notes 1.4 Share content enthusiastically
2	Speak in front of a small group and an assessor	2.1 Share a favourite toy or other special item with a listening group – note free 2.2 Tell listeners about it and explain why the item is special
3	Recite a short poem (not a self-composition) from memory	3.1 Make a personally apt choice 3.2 Introduce the poem 3.3 Commit the words to memory 3.4 Share the poem enthusiastically
4	Read aloud a chosen passage from a favourite story	4.1 Make a challenging choice appropriate to reading ability 4.2 Introduce the reading with required detail 4.3 Share content enthusiastically
5	Speak clearly enough for the listeners to hear	5.1 Speak using variation of pitch 5.2 Speak using variation of pace 5.3 Speak using variation of tone 5.4 Speak using an audible voice
6	Answer questions briefly	6.1 Respond in a clear and thoughtful way 6.2 Offer lively responses and related ideas
7	Listen quietly to the presentation of others	7.1 Sit still 7.2 Look at other speakers 7.3 Behave positively and courteously throughout
8	Ask factual questions or make relevant comments at appropriate times	8.1 Find thoughtful questions to ask when the opportunity presents itself

Guidance for Teachers

1. The learner will be able to plan a talk of up to two minutes' duration

Children should choose something special to them, which they have plenty to talk about. It may help them to include how they came to acquire the object of their talk, where it is kept, or something that happened to do with it. They should include personal detail. **Notes should not be used.**

2. Speak in front of a small group and an assessor

Candidates might talk about a favourite toy or possession, something they have made or a souvenir from a holiday. Practise working in small groups. If candidates work in groups of 6, they can discuss and help each other. Often a pupil will say, "Sophie, you could talk about the camera you had for your birthday" etc... (Sophie has forgotten about the camera!) Group work enables the teacher to move about – adding their own suggestions. A list of examples can also help to "spark off" ideas.

3. Recite a short poem from memory

Help children to choose something that they really like (not a self-composition). Examples of successful choices at this level might include: *Early in the Morning* by Charles Causley, *The Lonely Dragon* by Theresa Heine; *Where Go the Boats* by Robert Louis Stevenson. Steer them in the direction of a choice you know will give them the best opportunity for showing what they can do. If there is too much choice and time is limited perhaps the teacher could select a number of suitable poems or and allow each group (6 pupils) to have about 10 to read and pass round. Each pupil would then select one or two to read aloud, initially to the group, and then possibly two or three groups could be brought together. **Ensure that a copy of the poem is provided for the assessor.**

4. Read aloud a chosen passage from a favourite story

Concentrate on making the reading really interesting for the listeners. Successful choices for this level include: *The Tiger Who Came to Tea by Judith Kerr*; *The Hodgeheg by Dick King-Smith*; *A favourite reading book*. A selection of about 100 words has to be chosen and can be practised in class. Encourage pupils to choose their favourite part in the story, ideally with some dialogue. Reading Aloud practice can also be done in the small groups. Prior to practising, pupils need to be guided about introducing the book – “*I am reading an extract from ‘The Tiger Who Came to Tea by Judith Kerr’*”, with some additional detail, if possible.

5. Speak clearly enough for the listeners to hear

Encourage candidates to project the voice firmly and confidently. Ensure that they speak clearly, with enthusiasm, varying the **pitch**, **pace** and **volume** to help make the delivery interesting. Pauses are important to give the listeners time to take in the information. Use of **emphasis** will help to highlight important points.

6. Answer questions briefly

Candidates should be ready to answer questions from the assessor and listeners at any time. Aim for clear, succinct answers and ensure that candidates really listen to the questions that are being asked.

7. Listen quietly to the presentation of others

Listening encouragingly is a skill which must be learnt over time. Encourage candidates to support each other and to act courteously and respectfully at all times.

8. Ask factual questions or make relevant comments at appropriate times

Candidates are assessed on their listening skills and their ability to ask questions at the end of a talk – even a question about the poem or reading book is encouraged. They should be asking questions because they did not understand something or because they want to know more. They should be encouraged to ask open-ended questions:

“**Why** did you ...?”

“**What** happens if you ...?”

“**How** do you ...?”

“Can you tell us about ...?”

Never use prepared and practised questions!

Junior Introductory Grading Criteria

We have designed our assessment and examinations to motivate and engage learners at all ages and levels. During the assessment/examination process the assessor will mark you against a set of criteria known as learning outcomes and assessment criteria; see table below. The overall grade will be allocated on the learner's ability to meet the criteria. Percentage marks are not annotated on reports or certificates but equate as follows: Pass = 50% Merit = 75%+ Distinction = 90%+.

Section 1 Presenting <i>Time: 2 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Structure	Some evidence of structure, to approximate time.	Evidence of structure with clear beginning or ending.	Talk structured, with clear beginning and ending.	Clearly structured with some originality in beginning and/or ending.	Well thought-out structure with originality in beginning, body and ending.
Style	Shows personal interest in topic. Learnt / memorised with some use of notes.	Personal interest shown, mostly reliant on memorised information.	Natural delivery in places.	Mostly spontaneous.	Spontaneous speech.
Voice and speech	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear and audible with some variation of pitch, pace or tone.	Voice has vitality.
Content	General information.	General information with some elements of clear detail.	Mostly clear detail.	Clearly detailed with little or no reference to personal experience.	Detail linked to own experience.
Visual Aids	Brings chosen object.	Refers to chosen object at least once.	Refers to and shows chosen object.	Talk is built around chosen object.	Presents chosen object confidently and competently.
Communication	Some audience awareness.	Looks up at beginning and end.	Looks up at beginning and end and at frequent intervals during the presentation.	Shares content with assessor and/or some but not all the group.	Shares content enthusiastically and competently with the whole group.

Section 2 Speaking by Heart <i>Time: 1 Minute</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Introduction	Gives title.	Gives title clearly.	Gives title and poet.	Gives title and poet clearly.	Gives title and poet with some additional detail.
Memory	Needs occasional prompts.	Needs one prompt.	Words generally secure, no prompts required, but some hesitation.	Words secure with clear concentration.	Words totally secure.
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.
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 catch the mood of the piece mostly.	Choice allows candidate to convey mood with understanding.	Choice allows candidate to share the poem with understanding and enthusiasm.

Section 3 Reading Aloud <i>Time: 1 Minute</i>	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of book and passage/pages	An appropriate choice of the right length.	A choice of suitable length with some opportunity for variety.	A choice with regular opportunity for variety.	A piece with variety which offers some challenges for the reader.	A challenging choice appropriate for your reading ability.
Introduction	Gives title.	Gives title clearly.	Gives title and author.	Gives title and author clearly.	Gives title and author with some additional detail enthusiasm.
Style	Fluency is still developing.	Mainly fluent, some hesitation.	Fluent with minor hesitations.	Fluent throughout.	Lively reading.
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.
Communication	Some audience awareness.	Looks up at beginning and end.	Glances up from time to time.	Regular eye-contact with the audience.	Shares content enthusiastically.

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 checks some aspects.
Responding to Questions	Brief responses.	Developing fuller answers.	Fuller answers.	Some lively responses.	Lively responses and related ideas.
Asking Questions	Asks one or two simple questions.	Asks several simple questions.	Questions seek new information.	Thoughtful and more complex questions.	Thoughtful and more complex questions and relevant comments.
Taking part in the group	Brief contributions when reminded.	Brief contributions without being reminded.	Takes part mostly appropriately.	More extensive contributions.	Always ready to take part supportively.
General	Generally passive 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.

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