



Senior

ESB Level 2 Certificate in Graded Examination in Speech:

Senior 3A (Grade 5)



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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 educational establishments, 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.



Qualification Profile

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

| Qualification Senior 3A (Level 2) | |
|--|--|
| Assessment method | <i>External Assessment</i> |
| Grading | <i>Pass, Good Pass (Endorsed), Merit, Merit Plus (Endorsed) Distinction</i> |
| Total individual time | <i>18 Minutes</i> |
| Accreditation start date | <i>01-Sep-2010</i> |
| Credit value | <i>15</i> |
| Guided learning hours (GLH) | <i>24</i> |
| Qualification number | <i>501/1668/X</i> |
| Age range | <i>15-16</i> |
| Target Group | <i>Normally taken in Year 10-11 to enhance GCSE Speaking and Listening requirements. Indicative age is 15 or 16, but this is not prescriptive; the assessment may be taken by younger or older candidates.</i> |

| Senior Three A : Syllabus Content Summary | | | | |
|---|---|---|--|--|
| <i>All tasks take place in a participating group context of at least 6 candidates. All tasks are mandatory and solo</i> | | | | |
| Senior 3A 18 Minutes | Section 1: Presenting a case Time: 5 minutes Research an issue which could affect your age group. Give a balanced presentation and explain your own views on the subject. You must include relevant visual or audio materials in your presentation. | Section 2A: Own choice of Poetry or Prose of literary worth Time: 3 minutes Choose a poem, or an extract from a published novel or short story (not a play or self-composition). Introduce your selected piece with information about the writer and use of language, and comment on the style or context of the work, before reading or speaking the piece to the group. | Section 3A: Character Analysis - Drama-focused Activity Time: 5 minutes Choose a character from any text not selected for Section 2. Introduce your character briefly (1 minute) and provide a concise context, then communicate your chosen character: Put yourself in the "hot seat". Respond in character to the questions from the listening group, to communicate understanding of your chosen character's thoughts, feelings and reactions through speech. Simple hand props may be employed if appropriate but use of costume is not allowed. | Section 4: Open exchange of ideas Time: 4 minutes Discuss and answer questions on the issues raised in your presentation. Contribute your ideas and opinions to develop others' discussions, as well as answering questions from the examiner and members of the listening group following other sections. |

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 Qualifications and Credit 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 knowledge, 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

Senior Proficiency

- Usually taken in first year of Sixth Form.
Indicative Ages 16-17

Oral Skills for Interviews (Levels 2 & 3)

- Suitable for Year 8 upwards

Advanced Certificate in Spoken English

- Suitable for those studying for A Level,
International Baccalaureate or similar level

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.

Assessment Guidance

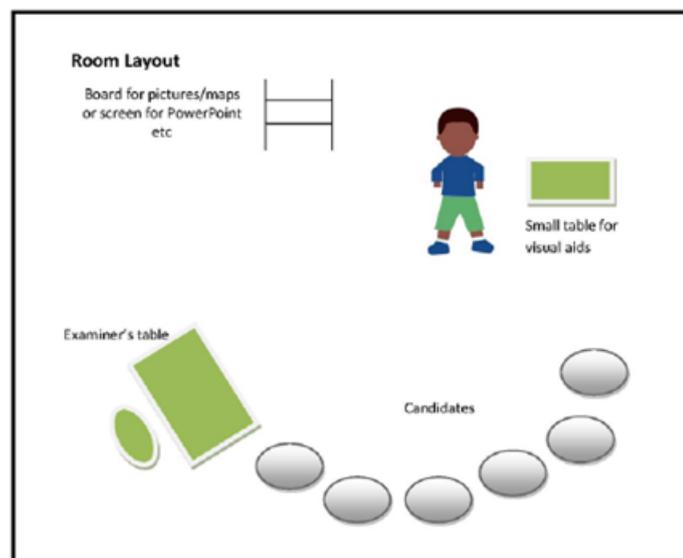
The recommended maximum number of candidates for assessment at Senior 3A is 16 for one examiner in a day to allow for individual time schedules, changeover and breaks. For larger numbers ESB can provide additional examiner(s) on the same day or assessments may be run over consecutive days.

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 for the same ESB assessment syllabus.

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 | Research and plan a balanced presentation about a contemporary issue | 1.1 Structure a talk clearly and logically within given time limits |
| 2 | Deliver the talk, without full notes, to time | 2.1 Present without reading or memorising a script but using cue cards or PowerPoint notes if desired 2.2 Speak clearly at a controlled pace |
| 3 | Expand on initial information with analysis, comment and opinion | 3.1 Amplify basic content with researched information, giving a balanced account. 3.2 Explain relevance to age group and give own point of view |
| 4 | Employ audio/visual aids during the talk | 4.1 Illustrate the subject appropriately with supportive material which may include PowerPoint |
| 5 | Speak a substantial piece of published, creative English from text or memory (poetry or prose), commenting critically on it | 5.1 Choose a piece that has some literary worth 5.2 Research the writer 5.3 Comment on the writer's use of language 5.4 Comment on the style and, if appropriate, the context 5.5 Read or speak with minimal reference to the text 5.6 Use a variety of voice, pace and style to bring the piece to life |
| 6 | Assume the role of a character and communicate convincingly in that role | 6.1 Select a character from a range of texts 6.2 Introduce the character in or out of role and set the context succinctly 6.3 Answer questions in role, bringing the character to life 6.4 Use appropriate language and techniques to hold the listeners' attention 6.5 Understand and convey the characters' motivations and feelings |
| 7 | Support a discussion in a group, encouraging ideas and opinions | 7.1 Listen and respond to discussion |
| 8 | Respond to questions, and make contributions to the work of others | 8.1 Contribute own ideas and opinions when the opportunity presents itself |
| 9 | Listen carefully and positively throughout the work of a small group | 9.1 Listen with courtesy to other speakers, respecting other views |

Guidance for teachers, trainers and learners

1. Research and plan a balanced presentation of 5 minutes' duration about a contemporary issue

Explore current issues regularly, forming varied views through research and discussion. Examples of successful topics might include: *Excess packaging; Healthy eating; Alternative energy; Gap year issues*. Practise openings and conclusions, avoiding repetitive 'Today I'm going to talk about...' or 'Thank you for listening to my talk, are there any questions?' Discuss how audio and visual supportive material can be integrated smoothly into the talk. Demonstration, if used, must be integrated into the 5 minutes allocated. Encourage candidates to be selective with their research.

2. Deliver the talk to time, without full notes

Brief, key word notes may be used – guidance should be given on this, and the examiner may ask to see these. Practise working in small groups. If candidates work in groups of 6, they can discuss and help each other.

3. Expand on initial information with analysis, comment and opinion

Explore current issues regularly, forming varied views through research and discussion. Encourage candidates to explain their choice, giving a balanced presentation. Well-rehearsed talks should still sound fresh and spontaneous.

4. Employ audio/visual aids during the talk

Encourage candidates to illustrate their presentation appropriately, with integrated use of visual aids. PowerPoint presentations may be used - give students advice over its best use, so that they do not read talks from it, or face the screen to limit their communication with the audience. You will need to take the positioning of the screen into consideration for the room set-up too, and we find that students who have their presentation on a pen drive manage to accomplish a speedy changeover between candidates.

5. Speak a substantial piece of published, creative English from text or memory (poetry or prose), commenting critically on it

Use work (not self-composition) already being studied, if you wish. The focus for this task is on the writer's use of language. It may be read or committed to memory if the candidate prefers, but there needs to be very clear familiarity with, and understanding of, the text. No additional marks are given for memorisation, but this may improve the candidate's fluency, knowledge and understanding. Drama may not be used in section 2A (in combination with Section 3A), to provide wider exposure to different forms of literature. Examples of successful pieces at this level are: *Havisham* by Carol Ann Duffy; *Storm on the Island* by Seamus Heaney; *The God of Small Things* by Arundhati Roy; *For Whom the Bell Tolls* by Ernest Hemingway.

6. Assume the role of a character and communicate convincingly in that role

Study the dramatic possibilities carefully together, considering characters from a play, novel, poem, short story or film script. The introduction for this task should take approximately 1 minute, giving the character's name and providing relevant information for listeners, perhaps indicating the point in the character's life. Provide sufficient information for questioners to be able to ask about the character's thoughts and feelings. e.g. *"My name is Jane Eyre. I was orphaned as a young child and lived unhappily with my aunt and cousins before I was sent to a charity school, where I spent the last 8 years. I became a teacher there but now I have just arrived at my new place of work. I have accepted a job as governess caring for a young French girl here at Thornfield Hall. I understand that the master of the house is Mr Rochester."* Explore different techniques to create the character. Speech will be most important: body language, gesture and use of relevant props may enhance the communication. Practise thinking and responding in character. Examples of successful choices are: *Heroes* by Robert Cormier; *My Grandmother* by Elizabeth Jennings; *Richard Sharpe novels* by Bernard Cornwell; *To Kill a Mockingbird* by Harper Lee; *Pride and Prejudice* by Jane Austen.

7. Support a discussion in a group, encouraging ideas and opinions

Candidates are assessed on 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! Encourage lively, free speech – natural communication. Inspire the formation of ideas and opinions, challenging the views of others in a courteous and supportive manner. 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. Candidates should be able to discuss the issues raised by their presentation, as well as answering questions. Practise asking supplementary questions of the group to keep a discussion flowing and to balance the contributions from individuals.

8. Respond to questions and make contributions to the work of others

Foster active listening so the candidates can focus questions and discussion-points on what they have heard.

9. Listen carefully and positively through the work of a small group

Encourage candidates to support their peers throughout the assessment. Impress upon them the need to be an active listener as well as an active participant in the individual sections, questions and answers and group discussion.

Senior 3A 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 a case <i>Time: 5 Minutes</i> | Pass | <i>Good Pass (Endorsed)</i> | Merit | <i>Merit Plus (Endorsed)</i> | Distinction |
|--|---|--|--|---|--|
| Structure | A planned presentation with clear beginning and ending, to minimum stated time. | Planned talk with clear beginning and ending; over allotted time. | Sets out the issue clearly and selectively to keep to time limits. | Talk organised and efficient with originality in opening and conclusion. | Concise and disciplined structure with originality in opening and body, and thoughtful concluding comment. |
| Style | Mostly reliance on notes, memorisation or PowerPoint. | Personal interest shown, some reliance on memorised information or notes. | Efficient use of notes. | Spontaneous delivery, occasional reference to notes. | Confident command of material and mature vocabulary with or without notes. |
| Voice and Speech | Speech clear or audible. | Clear and audible voice. | Voice has some vitality, variety of controlled pace and use of pause. | Fluent delivery with some variety. Pace is mostly controlled and there is some use of pause. | Self-assured, fluent delivery with vocal maturity. Content is sensitively paced for listeners. |
| Content | Relevant to age group. Includes evidence of own research. Own views briefly stated. | Selective use of researched material with more detailed reference to own views. Some attempt to present a balanced view. | Presents a balanced view. Highlights topic's relevance to age group. Selective comment on researched material. Explains own views. | Accurate, varied content, interestingly put together. In depth comment on researched material Explains own views in detail. | Accurate, original and detailed content. Effective presentation of information, opinion and observation. |
| Supportive Material | Supportive material illustrates information. | Supportive material is used confidently or enhances information. | Supportive material is used confidently and enhances information. | Sophisticated use of supportive material used confidently and competently. | Accomplished and sophisticated use of supportive material, confidently and competently managed. |
| Communication | Catches listeners' interest at beginning and end and at frequent intervals during the presentation. | Communicates with listeners throughout the presentation. | Involves and challenges listeners. | Confidently engages with the assessor and the whole group. | Communicates with mature authority. |

| Section 2 Own Choice of Poetry or Prose Time: 3 Minutes | Pass | Good Pass (Endorsed) | Merit | Merit Plus (Endorsed) | Distinction |
|--|--|--|---|---|--|
| Choice and Structure | Appropriate choice of some literary worth. Evident planning, to minimum stated time. | Appropriate choice of some literary worth. Evident planning, over stated time. | Thoughtful choice. Prepared information selected for time limit. | Challenging choice. Presented concisely and/or effectively. | Challenging choice. Presented concisely and effectively. |
| Reading | Evident familiarity with text, minor hesitation. | Evident familiarity with text, fluently read. | Confidently spoken, with regular text support. | Intermittent reference to text, maintains communication with listening group. | Subtle or token reference to text, enabling engagement with the audience. |
| Interpretation | Concentrates on the metre or structure. | Beginning to convey the mood or atmosphere. | Creates and conveys mood or atmosphere. | Mood or spirit is conveyed with understanding and enjoyment. | Sense of spontaneity with sensitivity to text and awareness of audience. |
| Delivery/ Voice/Face | Voice audible and clear, using some vocal expression. | Clear, audible voice using vocal and facial expression. | Appropriate phrasing, pace and pause. Unhurried. | More challenging piece. Unhurried with appropriate phrasing. Some thoughtful use of pause. | Free and fluent delivery, sensitively paced with effective use of pause. |
| Commentary | Brief reference to writer and language and analysis of style/context. | Commentary or response to questions show recognition of style and understanding of text. | Commentary and response to questions show recognition of style and understanding of text. | Show recognition of style and understanding of text throughout, with some critical analysis of style/context. | Thoughtful, concise comments and references Detailed critical analysis of style/context showing in depth research. |

| Section 3 Character Analysis - Drama-focused activity Time: 5 Minutes | Pass | Good Pass (Endorsed) | Merit | Merit Plus (Endorsed) | Distinction |
|--|---|--|--|--|--|
| Choice of material and introduction | Appropriate choice. Introduction is to time, with some reference to character and situation. | Appropriate choice. Introduction is to time, with more detailed reference to character and situation. | Imaginative choice. Introduction establishes character and context. | Challenging choice; detailed introduction effectively establishes character and context. | Challenging choice. Carefully selected placement of character awakens interest. |
| Communication | Shows audience awareness at beginning and end. | Shows audience awareness throughout. | Beginning to engage with the audience. | Engages with the audience throughout. | Engages audience fully. |
| Characterisation | Role simply created. Some attempt to sustain character. | More detailed characterisation with character mostly sustained. | Thoughtful characterisation. Sustains character throughout. | Develops and sustains character throughout using appropriate language and gesture. | Brings chosen character to life with assurance and sensitivity. |
| Voice / Delivery | Voice audible or clear. | Voice audible and clear. | Unhurried. Fluent and articulate throughout. | Unhurried. Clear, well-projected voice, with some variation of pitch, tone amount and/or tone quality. | Unhurried. Skilful pace, timing and emphasis. Vocally and facially creates a vivid interpretation. |
| Knowledge of text and character | Brief, convincing answers from text. | Some answers demonstrate the beginning of an understanding of character beyond the text. | Full answers demonstrate clear understanding of character beyond text. | Beginning to develop more complexity of character through in depth knowledge of text. | Uses in depth knowledge of text, along with creative sensitivity, to demonstrate and develop full complexity of character. |

| Section 4 Open Exchange of Ideas Time: 4 Minutes | Pass | <i>Good Pass (Endorsed)</i> | Merit | <i>Merit Plus (Endorsed)</i> | 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 and Discussions | Brief responses developing some answers. | Developing fuller answers. | Fuller, more fluent answers drawn from own understanding or experience. | Some lively responses. | Mature responses and related ideas, showing excellent communication skills. |
| Asking Questions | Able to use open, relevant questions Maintains flow by asking for ideas and opinions. | Asks several simple or repetitive questions. | Thoughtful questions promoting further understanding Extends discussion by own responses. | Thoughtful and more complex questions. | Challenges thinking with perceptive questions. |
| 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 supportive comments. Controls pace and group dynamics. |
| 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. |

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