



Post-GCSE

# **ESB Level 3 Certificate in Graded Examination in Speech:**

## **Senior Proficiency (Grade 6)**



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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.



## Level 3 Certificate in Graded Examination in Speech: Senior Proficiency (Grade 6)

*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.*

<b>Level 3 Certificate in Graded Examination in Speech: Senior Proficiency (Grade 6)</b>	
<b>Assessment method</b>	<i>External Assessment</i>
<b>Grading</b>	<i>Pass, Good Pass (Endorsed), Merit, Merit Plus (Endorsed) Distinction</i>
<b>Total individual time</b>	<i>18 minutes</i>
<b>Accreditation start date</b>	<i>01-Sep-2010</i>
<b>Credit value</b>	<i>17</i>
<b>Guided learning hours (GLH)</b>	<i>30</i>
<b>Total qualification time</b>	<i>170 hours</i>
<b>Qualification number</b>	<i>501/1669/1</i>
<b>Age range</b>	<i>16-17</i>
<b>Target Group</b>	<i>Normally taken in first year Sixth Form or at a similar learning level. Indicative age is 16-17 years, but this is not prescriptive; the assessment may be taken by younger or older candidates.</i>

### Level 3 Certificate in Graded Examination in Speech: Senior Proficiency (Grade 6) Specification Content Summary

*All tasks take place in a participating group context of at least 6 candidates. All tasks are mandatory and solo.*

<b>Level 3 Certificate in Graded Examination in Speech: Senior Proficiency English (Grade 6)</b> <b>18 minutes</b>	<b>Section 1: Oral presentation</b> <b>5 minutes</b> Choose and research a piece of equipment or IT application. Explain how it works and its effect on society. Include audio/visual materials in your talk.	<b>Section 2: Own Choice</b> <b>3 minutes</b> Present a poem, prose extract or scene from a play, drawn from world literature. It may be read or spoken from memory. Introduction must include information about the writer, comment on the use of language and the context of the work.	<b>Section 3: Critical Review</b> <b>3 minutes</b> Describe a film, live theatrical production, television or radio programme or piece of software. Give a critical review, highlighting its merits and weaknesses and assess its personal impact.	<b>Section 4 Questions and Discussion</b> <b>7 minutes</b> Questions and discussion will take place at any time. Candidates should also be prepared to contribute ideas and opinions to develop others' discussions.
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## Glossary

<b>Level</b>	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 (RQF).
<b>Credit value</b>	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.
<b>Guided learning hours (GLH)</b>	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.
<b>Total qualification time (TQT)</b>	TQT is an estimate of the number of hours a learner will reasonably be likely to spend in preparation and study and assessment time which is directed by the teacher but not supervised.
<b>Learning outcomes</b>	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.
<b>Assessment criteria</b>	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.
<b>Indicative content</b>	Provides guidance and advice on the key words.

## Qualification Progression

### Advanced Certificate in Spoken English

- Usually taken in second year of Sixth Form. Indicative ages 17-18

### Oral Skills for Interviews (Level 3)

- Suitable for Sixth Form students or those studying at a similar level

### Advanced Certificate in the Language Arts

- 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.

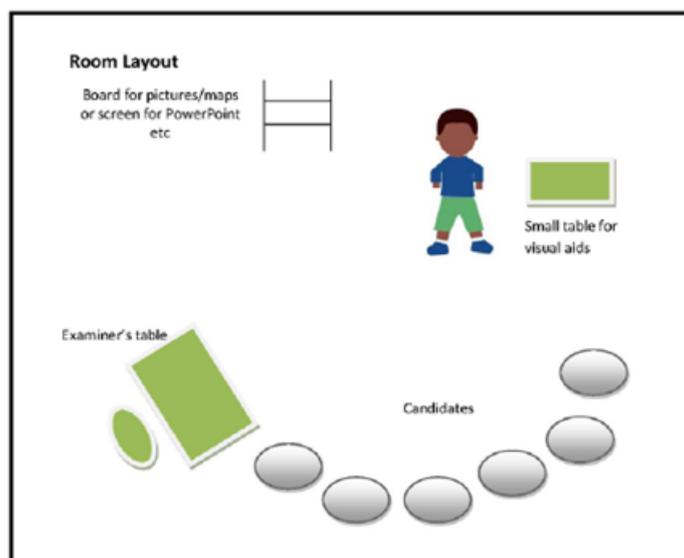
The recommended maximum number of candidates for assessment in the Level 3 Certificate in Graded Examination in Speech: Senior Proficiency (Grade 6) is 14 for one examiner in a day to allow for individual time schedules, changeover and breaks. For larger numbers ESB can provide additional examiner(s) 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

<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>
1	Plan a talk of 5 minutes duration with an effective structure, on a technical subject	1.1 Show evidence of structured planning within time limits 1.2 Show evidence of focused research and effective depth of information
2	Deliver the talk, without full notes, to time, explaining the technicalities clearly	2.1 Research and present a talk which includes evidence of own research 2.2 Employ mature use of language 2.3 Speak with vitality and controlled use of pace and pause
3	Expand on initial information with advice, comment or opinion	3.1 Share opinions and advice with authority
4	Employ audio/visual aids during the talk	4.1 Demonstrate integrated and confident use of visual/audio supportive material
5.	Speak a substantial piece of published, creative English from text or memory and comment critically on it	5.1 Choose a piece that has literary worth 5.2 Introduce the piece, with specific reference to the style and context, in a way that awakens interest 5.3 Research and comment on the writer and their use of language 5.4 Memorise or read with minimal reference to the text 5.5 Use a variety of voice, pace and style to bring the piece to life
6	Give a critical review of a work of performance art, including a personal response to it	6.1 Select a suitable production or program for review 6.2 Describe the selected item, including the medium and, if appropriate, the context 6.3 Research and review its strengths and weaknesses, according to the choice and medium 6.4 Communicate your opinions and ideas to listeners
7	Take part in discussions and make contributions to the work of others	7.1 Lead discussion if appropriate 7.2 Use strategies to involve all members of the group 7.3 Encourage thoughtful, balanced discussion 7.4 Contribute your own questions, ideas and opinions
8	Listen carefully and thoughtfully throughout the work of a small group	8.1 Listen with courtesy to other speakers, respecting other views

## Guidance for Teachers, Trainers and Learners

### 1. Plan a talk of 5 minutes duration with an effective structure, on a technical subject

The task is to explain technical concepts and applications clearly, employing audio/visual aids. Candidates must choose and research a piece of equipment or IT application. Regular short talks will help learners to develop their vocabulary and an explanatory style of their own. 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 displays, and demonstration if used, 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, without full notes, to time, explaining the technicalities clearly

Candidates might talk about: *security cameras; ipods; internal combustion engine; e-books.* 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 advice, comment or opinion

Candidates should choose a topic of substance, so they can research and give their opinions on what they present and its impact on society. Encourage candidates to explain their choice, giving details of the wider implications of the equipment/application and a balanced account. 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 and comment critically on it**

Help candidates to choose something worthwhile, **not a self-composition**. A wide ranging choice offers scope for finding a stimulating piece. Steer learners in the direction of a choice you know will give them the best opportunity for showing what they can do. Pieces must be securely memorised to allow the candidate to focus on interpretation. Examples of successful verse and drama choices at this level might include: *Shadow of the Wind* by Carlos Ruiz Zafon; *Antigone* by Jean Anouilh; *Geriatric Ward* by Phoebe Hesketh; *Educating Rita* by Willy Russell. 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. If drama is chosen, hand props may be used, but not costume.

**6. Give a critical review of a work of performance art, including a personal response to it**

Candidates may describe a film, live theatrical production, television or radio programme or piece of software. Encourage learners to commit to a personal judgement based upon a balanced assessment of the artistic merits of the work.

**7. Take part in discussions and make contributions to the work of others**

Candidates are assessed on their ability to ask questions throughout the session. 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. Encourage candidates to lead the discussion when appropriate and develop strategies that allow them to involve all members of the group. Aim for thoughtful questioning and mature discussion in a climate of attentive listening.

## Level 3 Certificate in Graded Examination in Speech: Senior Proficiency (Grade 6) 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: 5 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
<b>Structure</b>	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 is organised and efficient with originality in opening and ending.	Concise and disciplined structure with originality in beginning and ending.
<b>Style</b>	Dependent on notes, memorisation or PowerPoint.	Some reliance on memorised information or notes.	Personal interest shown with efficient use of notes.	Spontaneous delivery, occasional reference to notes.	Confident command of material and mature vocabulary with subtle or no use of notes.
<b>Voice and Speech</b>	Speech clear and audible.	Speech clear and audible. Pace mostly controlled.	Voice has some vitality. Pace is fully controlled and there is some use of pause.	Fluent delivery with some variety. Variety of controlled pace and efficient use of pause.	Self-assured, fluent delivery with vocal maturity. Content is sensitively paced for listeners.
<b>Content</b>	Topic of substance. Brief evidence of own research. Some attempt to present a balanced view. Own views briefly stated.	Clear evidence of own research, own views clearly stated Limited explanation of effects on society.	Presents a balanced view. Highlights topic's relevance to age group. Selective comment on researched material. Explains own views.	Accurate, varied content with effective introduction or conclusion. Thorough commentary on researched material.	Effective presentation of information, opinion and observation. Thoughtful, relevant introduction and considered conclusion.
<b>Visual Aids</b>	Supportive material illustrates information.	Simple visual material is used confidently.	Supportive material enhances information and is used confidently.	Sophisticated use of visual material used confidently and competently.	Sophisticated use of visual material, integrated confidently and competently in a way that enhances understanding.
<b>Communication</b>	Shows some awareness of audience and occasion.	Appropriate register. Involves listeners at frequent intervals during the presentation.	Confident communication. Involves listeners to share interest throughout.	Engages with the group using apt vocabulary.	Communicates with mature authority and appropriate use of language.

<b>Section 2 Own Choice Poetry, Prose, Drama Time: 3 Minutes</b>	<b>Pass</b>	<b>Good Pass (Endorsed)</b>	<b>Merit</b>	<b>Merit Plus (Endorsed)</b>	<b>Distinction</b>
<b>Introduction</b>	Brief introduction and reason for choice with prompting.	Brief introduction and reason for choice.	Fuller introduction giving considered, concise reasons and/or references for choice.	Detailed introduction with comprehensive reasons for choice.	Gives comprehensive reasons and references in an enthusiastic manner which awakens interest.
<b>Memorisation or Reading</b>	Reads with constant reference to text.	Clear familiarity with text but needs regular reference.	Confidently spoken with regular text support.	Words secure with clear concentration or text support.	Securely memorised or subtle reference to text.
<b>Delivery/Voice/Face</b>	Clear, audible voice, using vocal expression.	Clear, audible voice using vocal and facial expression.	Appropriate phrasing, and some use of pause for understanding.	Appropriate phrasing. Pace is mostly controlled and there is some use of pause.	Free and fluent delivery, sensitively paced with effective use of pause.
<b>Choice and Interpretation</b>	Suitable choice of some literary worth. Concentrates on the rhythm or structure.	Piece of more substance. Beginning to convey the mood or atmosphere.	Thoughtful choice. Successfully creates and conveys mood or atmosphere.	More challenging piece. Mood or spirit is conveyed with understanding and enjoyment.	Substantial and meaningful piece. Sense of spontaneity with awareness of audience.

<b>Section 3 Critical Review Time: 3 Minutes</b>	<b>Pass</b>	<b>Good Pass (Endorsed)</b>	<b>Merit</b>	<b>Merit Plus (Endorsed)</b>	<b>Distinction</b>
<b>Choice of Material / Structure</b>	Suitable choice. Evident planning, to minimum time.	Choice of more substance. Thoughtful introduction or conclusion.	Thoughtful choice. Prepared information selected for time limit.	More challenging selection, imaginatively structured.	Distinctive selection presented cogently and effectively.
<b>Description</b>	Brief, accurate description.	Accurate description with brief reference to medium.	Considered description, includes some detail including medium, content or context.	Original description. Detail includes medium, content and context.	Description carefully judged to engage listeners.
<b>Delivery/Voice/Face</b>	Clear, audible voice, using vocal expression.	Clear, audible voice using vocal and facial expression.	Appropriate phrasing, and some use of pause for understanding.	Appropriate phrasing. Pace is mostly controlled and there is some use of pause.	Free and fluent delivery, sensitively paced with effective use of pause.
<b>Communication</b>	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.
<b>Review</b>	Briefly identifies strengths or shortcomings, with some personal response.	Identifies strengths and shortcomings with more detailed personal response.	Evidence of balanced critical thinking. Makes a personal judgement based on the evidence.	Comments on the artistic merits of the work with some insightful observations.	Perceptive mature review. Confidently identifies and assesses personal impact.

<b>Section 4 Listening and Responding</b>	<b>Pass</b>	<b><i>Good Pass (Endorsed)</i></b>	<b>Merit</b>	<b><i>Merit Plus (Endorsed)</i></b>	<b>Distinction</b>
<b>Listening Skills</b>	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.
<b>Responding to Questions and Discussions</b>	Brief responses developing some answers.	Developing fuller answers.	Fuller, more fluent answers.	Some lively responses.	Lively responses and related ideas, showing excellent communication skills.
<b>Asking Questions</b>	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.
<b>Taking part in the group</b>	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.
<b>General</b>	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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