



Primary

Junior Grade Two

(Entry 2)



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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 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 Grade Two Year Group 4 / Indicative Ages 8-9

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 Grade Two (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: R397 04
Total Individual Time	11 Minutes
Credit value	N/A
Guided learning hours (GLH)	N/A
Age range	8-9
Target Group	<ul style="list-style-type: none"> Indicative age is Year 4, but this is not prescriptive; the assessment may be taken by younger or older candidates

Junior Grade 2: Syllabus Content Summary				
<i>All tasks take place in a participating group context of at least 6 children. All tasks are mandatory and solo.</i>				
Junior 2 11 Minutes	Section 1: Talk Show and Explain 3 Minutes Talk about an object, model, picture or piece of equipment in some detail, explaining its importance to you.	Section 2: Speaking by Heart (not self-composition) Own choice 2 Minutes Speak by heart a poem you enjoy. Say the title and the poet's name first and give a detailed reason for your choice.	Section 3: Reading Aloud 2 Minutes Prepare 4-5 pages containing dialogue from a favourite book for the assessor to choose an extract to be read aloud. Introduce it saying which character you would like to meet.	Section 4: Listening and Responding Answer questions after any of your sections. Listen to others and join in with questions and comments.

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 (RQF).
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

Junior Grade 3

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

Junior Medallion

- Usually taken in Year Group 6 / Indicative Ages 10-11

Oral Skills for School Interviews

- Usually taken in Year Group 6 / Indicative Ages 10 -11

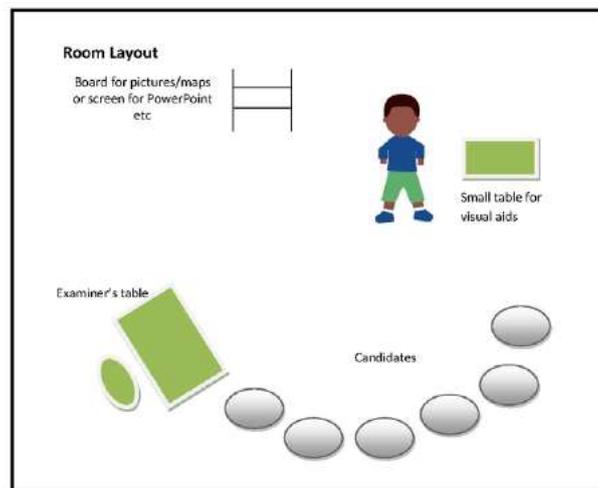
Assessment Guidance

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 Grade 2 is 24 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 Grade 2 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 three 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 an object, model, picture or piece of equipment with a listening group note-free 2.2 Tell listeners about it and what makes it interesting
3	Introduce and recite a short poem (not a self-composition) from memory	3.1 Make an appropriate choice 3.2 Introduce the poem with a detailed reason for choice 3.3 Commit the words to memory 3.4 Share the mood or spirit of the poem
4	Practise four or five pages, containing dialogue, from a favourite book	4.1 Make a challenging choice appropriate to reading ability
5	Identify and talk about a favourite character from the chosen book	5.2 Explain which character they would like to talk to
6	Read aloud a passage selected by the assessor from the prepared pages	6.1 Give the title and author of the book 6.2 Share content enthusiastically 6.3 Read with vocal strength and variety
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 lively 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 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 three minutes' duration

Candidates should explain their personal interest in the subject. They might choose to talk about: *something they have seen, made or assembled, a collection they are developing, the kit or equipment for a sport or game they play*. Practise speaking with minimal notes or prepared text, but aim for a natural and spontaneous style of delivery **without notes**

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

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. Introduce and 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: *The Christening by AA Milne; Giant Thunder by James Reeves; Bonfire by Jean Kenward*. 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. Concentrate on making the introduction enthusiastic and interesting for the listeners; if the candidate can arouse interest in the poem purely from their introduction, this is a successful way to begin. Ensure that the introductions are natural – avoid using notes, **and that a copy of the poem is provided for the assessor.**

4. Practise four or five pages, containing dialogue, from a favourite book

Concentrate on making the reading really interesting for the listeners. Try to steer candidates towards choose an exciting part of the book where something interesting is happening. Examples of successful choices at this level might include: *Higglety Pigglety Pop by Maurice Sendak; George's Marvellous Medicine by Roald Dahl; Charlotte's Web by E B White*. 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 'George's Marvellous Medicine by Roald Dahl'", adding the required detail for the grade. **Please see Centre Handbook for information on Reasonable Adjustments for candidates with dyslexia etc.**

5. Identify and talk about a favourite character from the book

Group discussion work on reading books can be based on questions that might form part of class work on book reviews–

- (a) Tell the group what the book is about
- (b) Who are the main characters?
- (c) Who is your favourite/least favourite character?
- (d) Which character would you like to meet?

Ensure that the introduction is natural and spontaneous and not read/learnt.

6. Read aloud a passage selected by the assessor

Aim to get the candidates to really bring the characters to life. Practise paired reading and reading in small groups. Work towards developing eye contact from simply looking up, to sharing the reading with the whole group and drawing listeners into the story with use of facial expression as well as eye contact.

7. Speak clearly and loudly 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. Make sure that they take the time to breathe in properly, as this will help to carry their voice. Pauses are important to give the listeners time to take in the information. Use of **emphasis** will help to highlight important points.

8. Answer questions briefly from others

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.

9. Listen quietly to the presentations of all the others in the group

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.

10. 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 Grade Two 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: 3 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Structure	Some evidence of sequencing to approximate time.	Evidence of sequencing with clear beginning or ending.	Talk structured with clear beginning and ending.	Clearly structured with originality in beginning and/or ending.	Well thought-out planning 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.	Clearly phrased, with natural delivery in places.	Mostly spontaneous.	Fluent speech, spontaneous delivery.
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 with little or no reference to personal experience.	Detailed explanation, with individuality and reference to personal experience.
Visual Aids	Shows visual aids.	Refers to visual aids at least once.	Presents chosen visual aids confidently.	Talk is built around visual aids.	Visual aids are of a high standard and are used confidently and competently.
Communication	Some audience awareness.	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 with the assessor and the whole group.	Shares content enthusiastically and competently with the whole group.

Section 2 Speaking by Heart <i>Time: 2 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Introduction	Gives title and poet.	Gives title and poet with brief reasons.	Gives title and poet with fuller reason.	Gives title and poet with detailed reason.	Gives title and poet with detailed reason and enthusiasm.
Memory	Remembers lines with several 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 the mood or spirit with understanding.	Choice allows candidate to share the mood or spirit of the poem with understanding and enthusiasm.

Section 3 Reading Aloud <i>Time: 2 Minutes</i>	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 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 with reason for choice.	Gives title and author clearly, explaining which character you would like to talk to.	Gives title and author clearly, explaining which character you would like to talk to, with enthusiasm.
Style	Mainly fluent with regular hesitation.	Mostly fluent with minor hesitation.	Fluent, unhurried reading.	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 vocal strength and vitality.
Communication	Some audience awareness.	Shares with listeners from time to time.	Regular eye-contact with the audience or the assessor, while keeping the flow.	Regular, comfortable eye-contact with the audience and the assessor.	Shares content enthusiastically and easily with everyone.

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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