
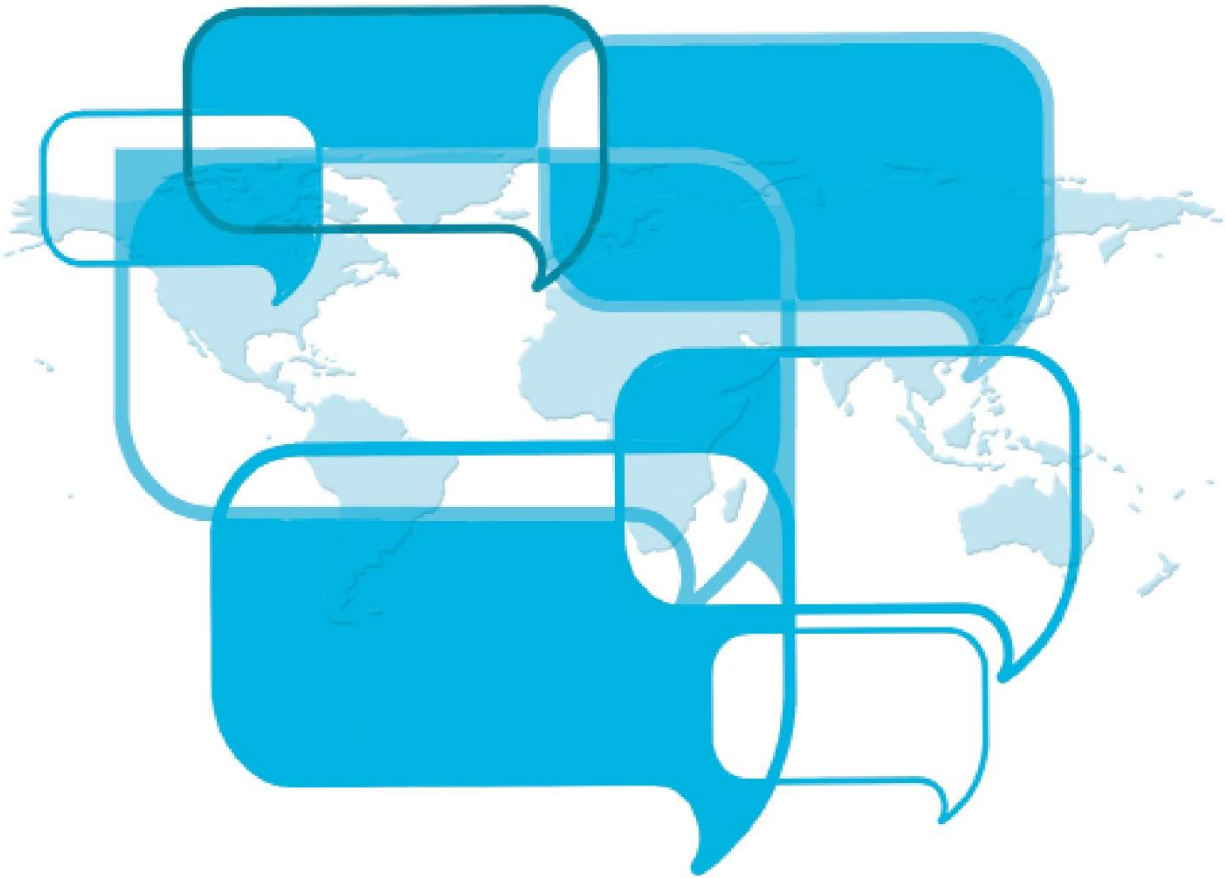


English Speaking Board (International) Ltd. 

ESB Entry Level Award  
in Graded Examinations in Speech  
(Entry 1) (EAL-A1)  
603/0553/8



For learners who speak English as an additional language

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## Changes from Version 2

Change made	Page
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Why oracy matters for you page inserted	4
The Four Sections page inserted	5
Learner information updated	6
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## ***Introduction***

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website [www.esbuk.org](http://www.esbuk.org) if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all of your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.



## ***Why does oracy matter for you?***

Here at ESB (International) Ltd., we are dedicated to helping learners to flourish in their ability to communicate with confidence, to feel that their voice is important, and to enjoy speaking with and in front of others. Just as literacy and numeracy are important foundations for reading, writing and maths, oracy is a vital foundation for successful speaking, listening and communication. Confident and effective interpersonal and communication skills are key for employability, and also improve:

- self-esteem
- determination
- resilience
- collaborative working
- academic achievement
- mental health
- empathy
- learner agency
- confidence
- sense of identity

Our qualifications are based on educational theory and research into oracy and focus on the interactivity of communication and the personal development it creates.

- Assessments take place in groups.
- Learners have autonomy and can choose the content for their presentation, reading, and speaking by heart.
- Each section is a new opportunity to explore a different aspect of spoken language.
- They provide an opportunity to narrow the 'word gap' by becoming familiar with unfamiliar vocabulary, and utilising a range of tier 1, 2 and 3 vocabularies.
- Learners are assessed on what they achieve throughout the assessment and have a number of opportunities to meet every assessment criterion.

Through the content used for talks, poetry and books, preparation for an ESB assessment can be used to help deliver Personal, Social, Health and Economic (PSHE) education, contribute to learners' Spiritual, Moral, Social and Cultural (SMSC) development, and promote citizenship and British values. Furthermore, the qualification can provide excellent opportunities to celebrate diversity, enrich cultural capital, and promote whole-school literacy and an ethos of reading for pleasure.

## ***Group-based assessment***

All our Speech qualifications are assessed in small groups of 6. This has several benefits for both the preparation and the assessment itself. Learners:

- are evaluated on their listening and interrogative skills with each other as well as the assessor;
- develop their skills amongst peers, enabling a supportive environment which research suggests can be effective in reducing stress and anxiety around public speaking (Raja, 2017; Akin, C., & Kunzman, G. G., 2012\*);
- learn more about people they might not usually work with, giving them a wider insight into different interests, personality types and cultures;
- have plenty of opportunities to speak, which they would not have in a larger group.

\*Raja, Farhan. (2017). Anxiety Level in Students of Public Speaking: Causes and Remedies Journal of Education and Educational Development. Journal of education and educational development. 4. 94-110

\*Akin, C., & Kunzman, G. G. (2012). A Group Desensitization Approach to Public Speaking Anxiety. *Canadian Journal of Counselling and Psychotherapy*, 8(2).

## ***The Four Sections***

Our Graded Examinations in Speech qualifications are split into four sections, each with its own rationale and outcomes:

### ***Presentation***

- Present information succinctly.
- Carefully select vocabulary to impart their message.
- Utilise a range of tier 1, 2 and 3 vocabularies.
- Increase learner agency by taking ownership of their own learning.

### ***Poetry by Heart***

- Express emotion through another's words, connect and empathise.
- Explore different forms of creative language.
- Practise memory and recall techniques.
- Develop vocabulary through committing poetry to memory.
- Speak poetry from memory, allowing learners to focus on the rhythm, cadence, and subtleties of language.
- Research shows that memorising poetry can help to:
  - provide comfort in tough times;
  - appreciate and understand poetry;
  - make sense of life;
  - make connections between things;
  - increase confidence in memory;
  - be able to express ideas.

*([The Poetry and Memory Project, University of Cambridge](#))*

### ***Reading Aloud***

- Encourage reading for pleasure.
- Expose learners to a range of literature through their peers' choices.
- Discussion centred around reading and enjoyment of reading.
- Rehearse a piece of text to be read aloud, build confidence, and develop a natural reading rhythm and fluency.
- Being able to rehearse, practise and prepare a reading can allow nervous readers to feel less anxious.

### ***Questions and Answers***

- Develop higher-order questioning and thinking skills.
- Learn more about peers and gain appreciation and respect for their points of view.
- Build turn-taking and discussion skills.
- Autonomy of choice in each section encourages reluctant speakers to feel ownership of their material and gain confidence in their responses.

## **ESB Entry Level Award in Graded Examinations in Speech (Entry 1) (EAL - A1)**

The ESB International portfolio of Speech EAL (English as an Additional Language) qualifications

- promote oracy
- are designed to develop learners' speaking, reading, listening and responding skills
- build learners' confidence
- help learners to use their voices effectively
- accommodate the linguistic development of English language learners
- support progression onto the mainstream school curricula.

### **Qualification Content:**

- Plan and give a 2-minute talk.
- Recite a short poem from memory.
- Read aloud a chosen passage of 100 words from a favourite story.
- Listen attentively and respond to questions.
- Ask questions and make comments based on the work of others.

### **Learners:**

The qualification is for learners who speak English as an additional language and are in Year 3 (indicative age 7-8 years old) but this is not prescriptive: the assessment may be taken by younger and older learners.

The ESB Entry Level Awards in Graded Examinations in Speech at A1, A2 and B1 are aligned to the ESB Pre-Entry Level Award in Speech, the ESB Entry Level Award in Speech (Entry 1, Entry 2 and Entry 3) and the ESB Level 1 Award in Speech assessments for similarity of outcome, in groups of native and non-native speakers of English where the age and cognitive development might be broadly the same. (See the table on page 9 for equivalence.)

National Curriculum in England	This qualification is mapped to the National Curriculum in England in relation to its requirements in <a href="#">Spoken Language</a> and <a href="#">Reading</a> at Key Stages 1 and 2
Common European Framework Reference for Languages	This qualification is designed to reference the descriptions of language proficiency at A1 in the Common European Framework Reference for Languages ( <a href="#">CEFR</a> ).
Learners at A1 on the CEFR can:	Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.  Introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.  Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

<b>Qualification Information</b> <b>ESB Entry Level Award in Graded Examinations in Speech (Entry 1) (EAL - A1)</b>	
<b>Similar outcome to ESB Graded Examination in Speech</b>	ESB Pre-Entry Level Award in Speech or ESB Entry Level Award in Speech (Entry 1)
<b>Accreditation Information</b>	Regulated by Ofqual 603/0553/8. Start Date: 01/10/2016.
<b>Qualification Objective</b>	The overall objective of the qualification is to promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners. The three ESB Entry Level Awards in Graded Examinations in Speech EAL provide a focus and framework for progressive mastery of Spoken English communication in English as an Additional Language, with the emphasis on presentation skills delivered in a group context. The skills assessed include listening to, speaking to and responding to an audience, and interpretation of stimulus material.
<b>Assessment Method</b>	Assessments take place in groups of 6 learners. Each learner is assessed individually and interacts with the group, teacher/tutor* and the assessor. Face-to-face assessments are held in person, with an ESB-trained assessor coming to the centre. Online assessments use a video-conferencing platform, with ESB-trained assessors joining the group of learners and teacher/tutor remotely.
<b>Prior knowledge, Skills and Understanding</b>	This qualification is standalone. There is no prior learning, other qualification or units a learner must have completed prior to enrolling on ESB Entry Level Award in Graded Examinations in Speech (Entry 1) (EAL - A1).
<b>Quality Assurance</b>	To ensure quality assurance throughout the assessment process, ESB carries out moderation and standardisation activities with its assessment team.
<b>Total Individual Assessment Time</b>	9 minutes
<b>Total Qualification Time (hours)**</b>	40
<b>Guided Learning Hours**</b>	30
<b>Grading</b>	Learners can achieve one of the following grades: <ul style="list-style-type: none"> <li>• Unsuccessful</li> <li>• Pass</li> <li>• Good Pass (Endorsed)</li> <li>• Merit</li> <li>• Merit Plus (Endorsed)</li> <li>• Distinction</li> </ul>

\* Reference to teacher/tutor includes facilitators, staff members, mentors or youth workers etc.

\*\* GLH (Guided learning hours) are the suggested number of hours for a learner to be taught by an English teacher, tutor or other appropriate provider of education or training in preparing for this qualification.

TQT (Total qualification time) is an estimate of the total amount of time that could reasonably be expected for a learner to achieve the level of attainment necessary for this qualification. It includes both the number of hours assigned to a qualification for Guided Learning, and an estimate of the number of hours a learner will be likely to spend in preparing for the qualification with the tutor's guidance but not under his or her direct supervision.

All learners differ in their educational and personal circumstances, previous learning, motivation, and rate of learning so these figures indicate the relative size of qualifications and are not definitive.

## ***Reasonable Adjustments***

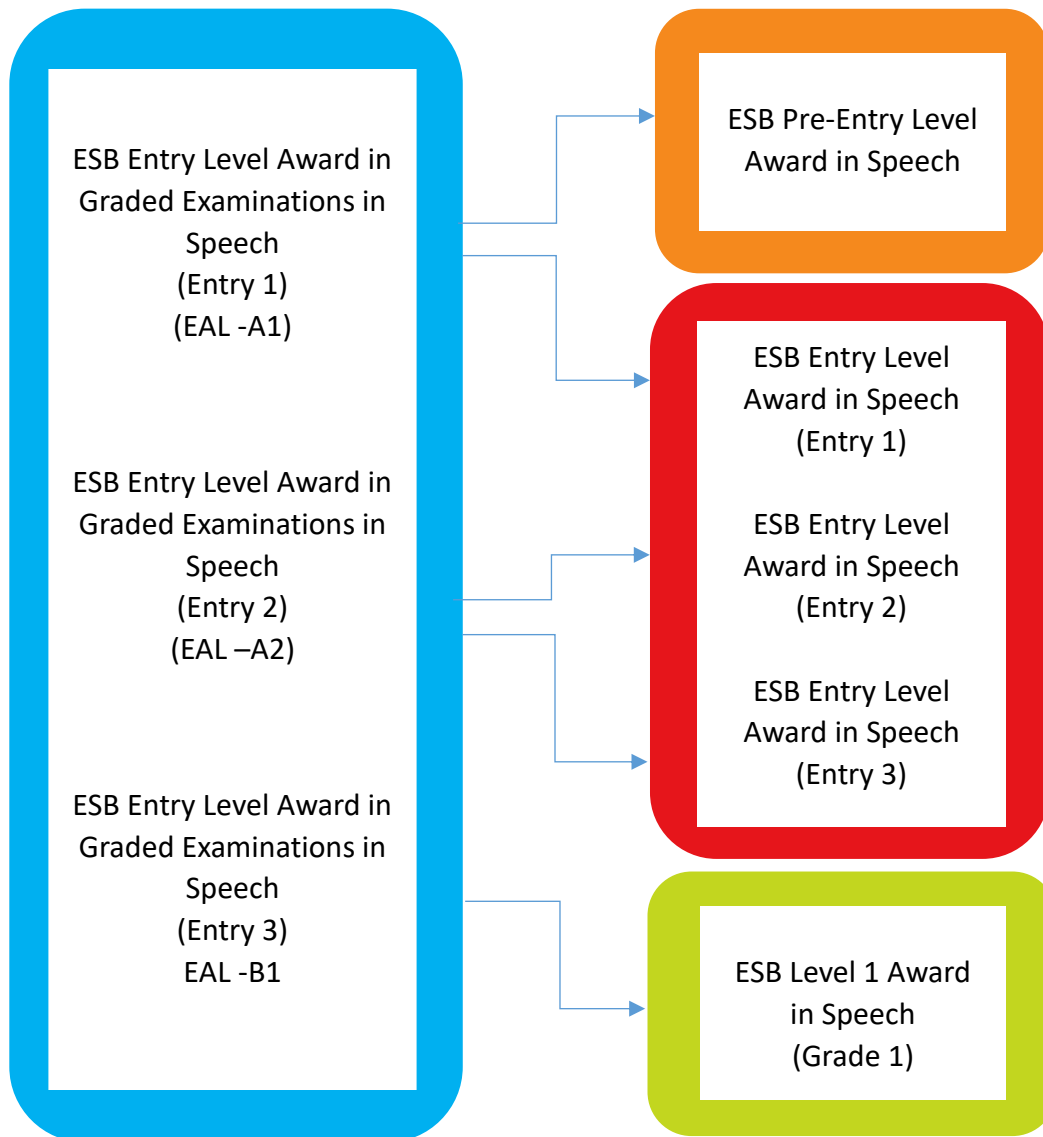
Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment, which aim to provide the same opportunity for all learners to achieve.

For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2021/09/ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy-v7.pdf>



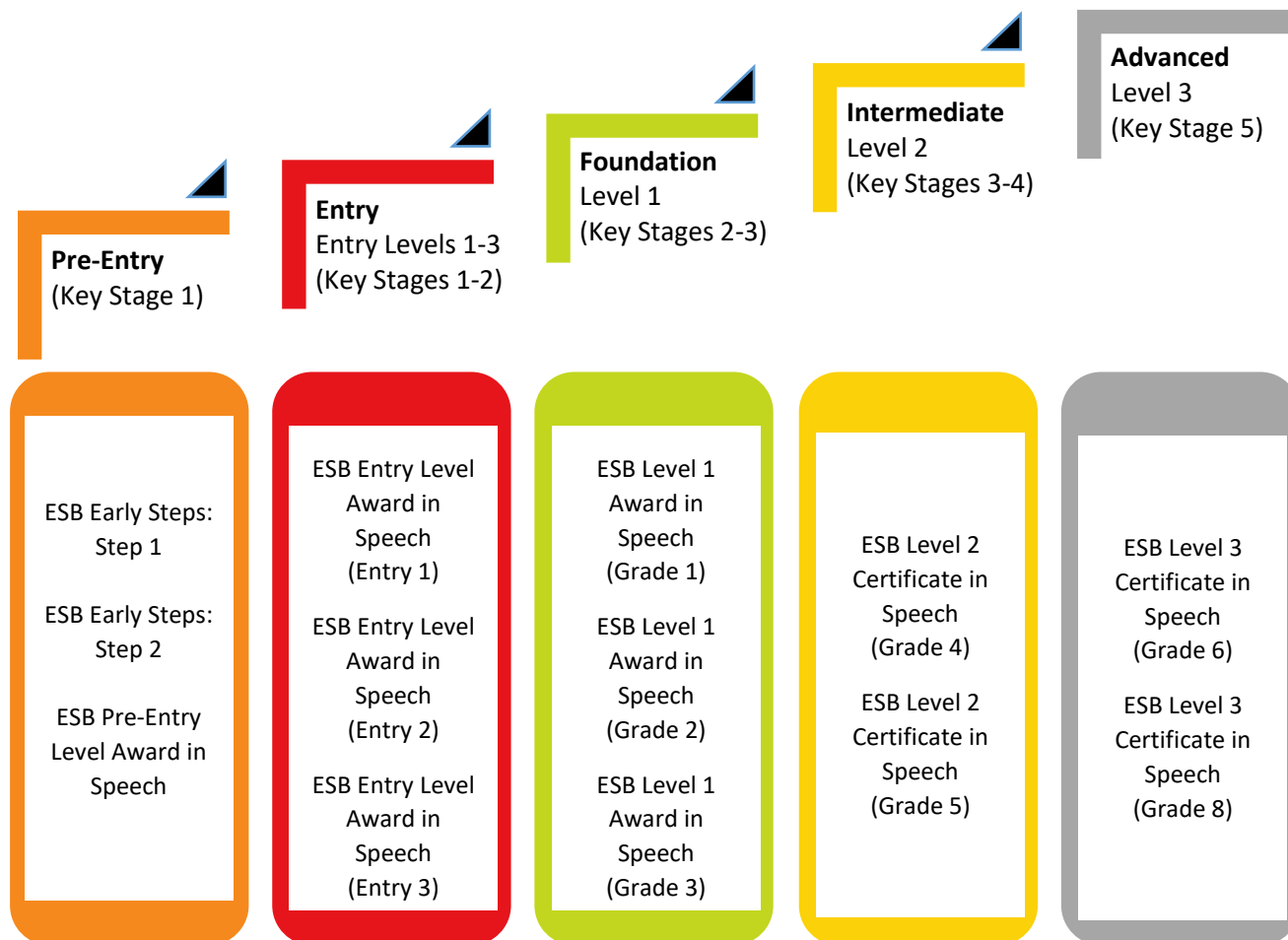
## Qualification Equivalence

The structure of the ESB Entry Level Awards in Graded Examinations in Speech EAL qualifications allows for learners to be assessed in a group of six, alongside learners entered for the ESB Graded Examinations in Speech. The diagram below shows recommended combinations based on the content of the assessment and the timing per learner.



## Qualification Progression

ESB International Graded Examinations in Speech are available at five levels:



ESB International unregulated **Pre-Entry** and **Entry** qualifications are designed for younger learners to develop confidence in speaking, listening, reading and responding. Learners may then progress to the **Foundation** qualifications at Level 1 (Grades 1-3), the **Intermediate** qualifications at Level 2 (Grades 4-5), and the **Advanced** qualifications at Level 3 (Grades 6 and 8). However, no prior knowledge or understanding is required; learners may enter at any level.

The Level 3 Certificates in Speech (Grades 6 and 8) are on the UCAS (Universities and Colleges Admissions Service) Tariff and are allocated the following number of points: Grade 6 – Pass 8; Merit 10; Distinction 12. Grade 8 – Pass 24; Merit 27; Distinction 30.

ESB International Foundation, Intermediate and Advanced qualifications are regulated by The Office of Qualifications and Examinations Regulation (Ofqual) in England, Qualifications Wales and CCEA Regulation in Northern Ireland.

For guidance on any of our qualifications, contact us at [product@esbuk.org](mailto:product@esbuk.org).

## National Curriculum Coverage

This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken Language](#) and [Reading](#) 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](#). (Ctrl+Click to follow the links below.)

<b>Talk</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Express their own feelings and opinions</a></li><li>✓ <a href="#">Gain and hold the interest of listeners</a></li><li>✓ <a href="#">Speak audibly</a></li></ul>
<b>Speaking by Heart</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Prepare poems to read aloud and perform; use tone, intonation, volume and action</a></li><li>✓ <a href="#">Reading and rehearsing poems for presentation and performance</a></li></ul>
<b>Reading Aloud</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Build confidence and competence in spoken language and listening skills</a></li><li>✓ <a href="#">Discuss books that are read to them and those they can read for themselves</a></li></ul>
<b>Listening and Responding</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Listen and respond appropriately to adults and peers</a></li><li>✓ <a href="#">Ask relevant questions to extend knowledge and understanding</a></li><li>✓ <a href="#">Initiate and respond to comments</a></li></ul>

## CEFR Coverage

The specification and the assessments are designed to closely reference A1, the lower of the two A levels on the CEFR, which describes ‘basic users’ as learners who can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, and initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying on a rehearsed repertoire of situation-specific phrases ([Council of Europe. \(2001\). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.33](#)). Please see this Council of Europe publication, as well as the Council of Europe (2018). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors, and the Collated Representative Samples of Descriptors of Language Competences Developed for Young Learners – Volume 1: Ages 7-10 and Volume 2: Ages 11-15 years*. These documents are available online at <https://www.coe.int/en/web/common-european-framework-reference-languages/leveldescriptions>, and [Bank of supplementary descriptors \(coe.int\)](#).

## Communicative Language Activities and Strategies – A1 Young Learners

### Spoken Reception

#### Overall listening comprehension

- ✓ Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
- ✓ Can recognise concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.

#### Listening as a member of a live audience

- ✓ Can understand in outline very simple information being explained in a predictable situation ... provided that speech is very slow and clear and that there are long pauses from time to time.

### Spoken Interaction

#### Overall spoken interaction

- ✓ Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate, and respond to simple statements in areas of immediate need or on very familiar topics.

#### Conversation

- ✓ Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g., family, school.
- ✓ Can make an introduction and use basic greeting and leave-taking expressions.

#### Information Exchange

- ✓ Can ask and answer simple questions, initiate, and respond to simple statements in areas of immediate need or on very familiar topics.

## **Written Reception**

### Overall reading comprehension

- ✓ Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

### Reading for pleasure

- ✓ Can understand short, illustrated narratives about everyday activities that are written in simple words.

## **Spoken Production**

### Overall spoken production

- ✓ Can produce simple mainly isolated phrases about people and places.

### Sustained monologue – giving information

- ✓ Can give a simple description of an object or picture while showing it to others using basic words, phrases, and formulaic expressions, provided he/she can prepare in advance.

### Addressing audiences

- ✓ Can read a very short, rehearsed statement.

### Processing text - expressing a personal response to literature and art

- ✓ Can use simple words and phrases to say how a work of literature or art made him/her feel.

## **Communicative Language Competences**

### General linguistic range

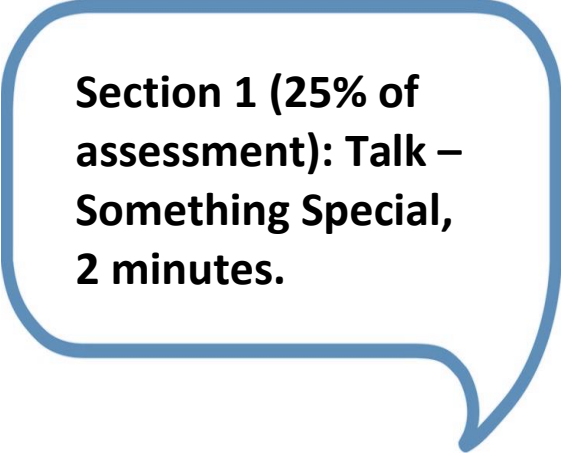
- ✓ Has a very basic range of simple expressions about personal details and needs of a concrete type.
- ✓ Can use some basic structures in one-clause sentences with some omission or reduction of elements.

### Overall Phonological control

- ✓ Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of his/her language group.
- ✓ Can correctly reproduce a limited range of sounds as well as the stress on simple, familiar words and phrases.

## ***Assessment Overview***

The assessment is divided into four sections:



**Section 1 (25% of assessment): Talk – Something Special, 2 minutes.**

Learners show an item or picture and talk about it.

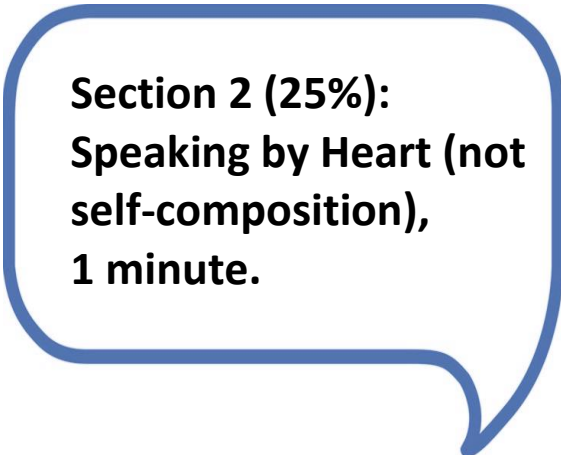
For example, they may talk about: *a favourite toy; a school certificate; a photograph; a possession; something they have made; or a souvenir from a holiday.*

They should bring in the item related to their talk and show it to the group and the assessor.

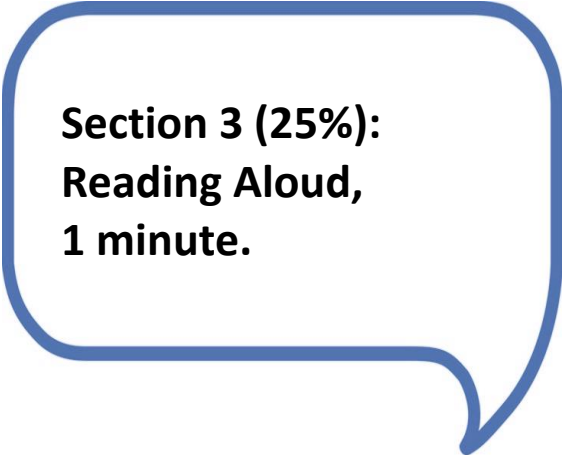
Learners speak by heart a poem which they enjoy.

Learners begin by giving the title of their chosen poem and the poet's name.

They should then recite their poem, sharing the content with the group and the assessor.



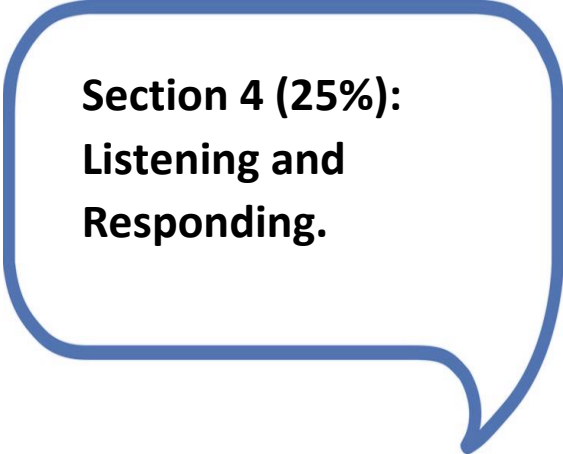
**Section 2 (25%): Speaking by Heart (not self-composition), 1 minute.**



**Section 3 (25%):  
Reading Aloud,  
1 minute.**

Learners begin by giving the title and author of a favourite story, before reading a prepared passage of approximately 100 words.

Learners participate in a group with their classmates who may be doing either ESB Graded Examinations in Speech EAL assessments, or an ESB Entry Level Award in Speech. Learners answer questions from the group and the assessor after their talk.



**Section 4 (25%):  
Listening and  
Responding.**

## 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.

ESB Entry Level Award in Graded Examinations in Speech (Entry 1) (A1) 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 up to two minutes' duration.	1.1 Show evidence of planning. 1.2 Prepare a talk with essential vocabulary.
2	Speak in front of a small group and an assessor.	2.1 Describe chosen item/picture without learning by heart.
3	Recite a short poem (not a self-composition) from memory.	3.1 Make 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 book/story.	4.1 Make an appropriate choice. 4.2 Share content.
5	Speak clearly and loudly enough for the listeners to hear.	5.1 Speak using an audible voice. 5.2 Speak clearly, to be understood by a sympathetic listener.
6	Answer questions.	6.1 Respond in a short sentence or single word.
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 a simple question.	8.1 Ask a question about one other presentation.



## ***Assessment and Grading***

Each assessment section, e.g. Section 1: Talk, is an activity in which the learners can achieve one or more learning outcomes (e.g. plan a talk). Each learning outcome has assessment criteria with grading descriptors that describe the learner's performance. The assessor reviews each learner completing the tasks and applies a descriptor to allocate one of the following grades to every assessment criterion: *Unsuccessful; Pass; Good Pass; Merit; Merit Plus; Distinction*.

### ***Weighting***

Each section forms 25% of the assessment. Within each section, the assessment criteria are equally weighted.

### ***Report forms***

The assessor completes a report form with a final grade and comments on strengths and areas to work on. Learners can be awarded one of the following grades:

- Unsuccessful
- Pass or Good Pass
- Merit or Merit Plus
- Distinction

Pass and Merit grades are differentiated with the additional endorsed grades of Good Pass and Merit Plus. The assessment model is compensatory. If a learner is *Unsuccessful* in an assessment criterion or number of criteria, they can still be awarded an overall *Pass* if they achieve a higher grade in another assessment criterion or group of criteria.

### ***Certificates***

Successful learners receive a certificate of *Pass, Merit or Distinction*. The ESB International endorsed grades of *Good Pass* and *Merit Plus* are noted on the certificate.

## Grade Descriptors

Section 1: Talk Time: 2 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Structure</b>	There is little sense of order in the show and tell.	There is attempt to order thoughts in the show and tell.	There is some logic to the structure but there may be some repetition or hesitancy.	The structure is mainly logical.	There is a clear and logical structure to the show and tell.
<b>Style</b>	Shows personal interest in topic. Topic is learned by heart.	Personal interest shown, topic is learned by heart.	Personal interest shown.	Personal interest shown with some enthusiasm and natural language (which may contain grammatical errors).	Evidence of enthusiasm and natural language (which may contain grammatical errors).
<b>Voice and Speech</b>	Quiet speech restricts communication. Pronunciation of sounds makes the presentation difficult to understand.	Speech is quiet in places but can be heard. Some first language interference in pronunciation requires listener to make an effort to understand.	Speech is generally audible. Key words pronounced correctly/clearly.	Speech is audible throughout. Most key words are pronounced correctly/clearly.	Speech audible throughout. All common words pronounced correctly/clearly.
<b>Content</b>	General explanation. Use of single unconnected words restricts communication.	General explanation with some elements of clear detail. Beginning to connect words into phrases.	Mostly clear detail. Uses some clear short phrases.	Clearly detailed but with little or no reference to personal experience. Uses clear phrases most of the time.	Detailed explanation, with individuality and reference to personal experience. Connects words into phrases and simple sentences.
<b>Visual Aids</b>	Has prepared a visual aid.	Refers to chosen object at least once.	Refers to and shows visual aid.	Talk is built around visual aid.	Use visual aid confidently and competently.
<b>Communication</b>	Some audience awareness. Limited range of vocabulary for topic restricts communication.	Some audience awareness. Limited range of vocabulary but communication is not restricted.	Some audience awareness. Uses essential vocabulary which may be repetitive.	Some audience awareness. Uses appropriate range of vocabulary.	Some audience awareness. Uses a good range of vocabulary for topic.

Section 2: Speaking by Heart Time: 1 minute	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Clarity of Speech</b>	Quiet speech restricts communication. Pronunciation of sounds and words restricts listeners' comprehension.	Speech is quiet in places but can be heard. First language interference in pronunciation requires listener to make an effort to understand.	Speech is generally audible. Key words pronounced correctly and clearly although some first language interference in pronunciation requires listener to make an effort to understand.	Speech is audible throughout. Most key words are pronounced correctly/clearly.	Speech audible throughout. All common words pronounced correctly/clearly.
<b>Introduction</b>	Gives title.	Gives title clearly.	Gives title and poet.	Gives title and poet clearly.	Gives title and poet with some additional detail.
<b>Memory</b>	Needs occasional prompts.	Needs one prompt.	Words generally secure, no prompts required, but some hesitation.	Words secure with clear concentration.	Words totally secure.
<b>Voice/Delivery</b>	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Audible with some variation of pitch, pace or tone.	Voice has vitality and candidate uses facial expression.
<b>Choice and Interpretation</b>	Choice allows candidate to speak clearly and with understanding.	Choice allows candidate to develop the rhythm and 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.
<b>Pauses for Meaning</b>	Continuous speech impedes listeners' comprehension.	One or two pauses are used.	Some pauses are used effectively.	Pauses are beginning to show meaning.	Pauses used accurately to support meaning.

Section 3: Reading Aloud Time: 1 minute	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Choice of book/story and passage/pages</b>	Choice allows candidate to make a good start on the passage.	A choice of suitable length to allow candidate to maintain accuracy of pronunciation.	A choice of suitable length to allow candidate to maintain accuracy of pronunciation and intonation.	A choice of suitable length to allow candidate to maintain accuracy and add variety of tone for at least one phrase.	A choice of suitable length to allow candidate to maintain accuracy and variety of tone.
<b>Introduction</b>	Gives title.	Gives title clearly.	Gives title and author.	Gives title and author clearly.	Gives title and author with some additional detail and enthusiasm.
<b>Voice/Delivery</b>	Voice can be heard with some effort from the listener.	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear and audible with some variation of pitch, pace or tone.
<b>Communication</b>	Shows awareness of assessor or teacher.	Some audience awareness.	Looks up at beginning and end.	Glances up from time to time.	Regular eye contact with the audience.

Section 4: Listening and Responding	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Listening Skills</b>	Listens politely, paying attention most of the time. Visibly finds some points difficult to follow.	Listens politely. Misses opportunity to clarify.	Listens attentively. Shows understanding on one occasion through verbal or non-verbal means.	Listens attentively. Shows understanding on more than one occasion.	Listens attentively. Comments show understanding.
<b>Responding to Questions</b>	Minimal responses. Limited understanding of conversations.	Minimal responses. Understands most of the conversation.	Relevant contribution to conversations using connected words.	Relevant contribution to the conversation using at least one phrase or sentence.	Relevant contributions to conversations using phrases and simple sentences.
<b>Taking Part in the Group</b>	Conveys some interest in others.	Makes a brief contribution when reminded.	Makes a brief contribution without being reminded.	Takes part mostly appropriately.	Always ready to take part within limitations of language.
<b>General</b>	Misses opportunity to use social language, e.g. greetings/ thanking etc.	Generally passive member of the group. Conveys interest in others taking one opportunity to use social language.	Some engagement with the group. Simple social language is used when there is an opportunity.	Positive, helpful or courteous to rest of group. Some social language is used when appropriate.	Encouraging attitude to rest of group. A range of social language for level is used confidently when there is an opportunity.

**English Speaking Board (International) Ltd**

9 Hattersley Court, Ormskirk

Lancashire L39 2AY

Tel: (+44) 01695 573439

Web: [www.esbuk.org](http://www.esbuk.org)

Email: [product@esbuk.org](mailto:product@esbuk.org)

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