



Debating

ESB Level 1 Award in Debating



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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 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 the Caribbean.



Qualification Criteria

Unit Aim - The overall aim of the qualification is to promote clear, effective, confident oral communication and responses within a participating group of 8 candidates. The Level 1 Award in Debating is mapped to the statutory requirements for Spoken Language in the National Curriculum at Key Stage 3

Level 1 Award in Debating	
Assessment method	External Assessment
Grading	Pass, Merit, Distinction
Accreditation information	Ofqual Start Date: 1 st October 2015 Code: 601/7971/5
Total individual time	4 minutes
Credit value	6
Guided learning hours (GLH)	15
Total Qualification Time (TQT)	60
Age range	10-13
Target group	Indicative age groups are Years 6-8, but this is not prescriptive; the assessment may be taken by younger or older candidates. Level 1 Awards in Debating are suitable for key stage 3 of the National Curriculum. Outcomes for Level 1 Awards in Debating are mapped to National Curriculum requirements for Speaking and Listening where possible and appropriate.
Quality Assurance	To ensure quality assurance throughout the assessment process, ESB carries out moderation and standardisation activities with its assessment team.
Prior knowledge, skills and understanding	This qualification is standalone. There is no <i>prior learning</i> , other qualification or units a learner must have completed prior to enrolling on ESB Level 1 Award in Debating.

Level 1 Award in Debating Syllabus Content Summary				
Total Time: 40 Minutes (including 4 minutes per individual candidate) 2 teams 8 candidates 4 in favour 4 against.	Section 1: Content Debate a motion (own choice – see guidance for suitable examples), demonstrating evidence of research and understanding.	Section 2: Style Show effective communication skills (both verbal and non-verbal).	Section 3: Structure Structure work efficiently, using effective introductions and conclusions, linking and summarising.	Section 4: Listening & Responding Demonstrate listening skills and teamwork, using rebuttal, counter argument and points of information where appropriate.

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.
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. Learnerinitiated private study, preparation and marking of formative assessment is not taken into account.
Total qualification time (TQT)	Total Qualification Time is comprised of the following two elements: <ul style="list-style-type: none"> (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor, or other appropriate provider of education or training.
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.

Equivalent Qualifications

ESB Level 1 Award in Debating

- Usually taken in Year Groups 6-8
- Indicative ages 10-13

ESB Level 1 Graded Examinations in Speech Junior Medallion - Senior 1

- Usually taken in Year Groups 6-8
- Indicative ages 10-13

ESB Level 1 Award in Interview Skills ESB Level 1 Award in Oral Skills for School Interviews

- Usually taken in Year Groups 6- 8
- Indicative ages 10-13

Qualification Progression

ESB Level 1 Award in Debating

- Usually taken in Year Groups 6-8
- Indicative ages 10-13

ESB Level 2 Award in Debating

- Usually taken in Year Groups 9-11
- Indicative ages 14-16

ESB Level 3 Award in Debating

- Usually taken in Year Groups 11 & 12
- Indicative ages 16-18

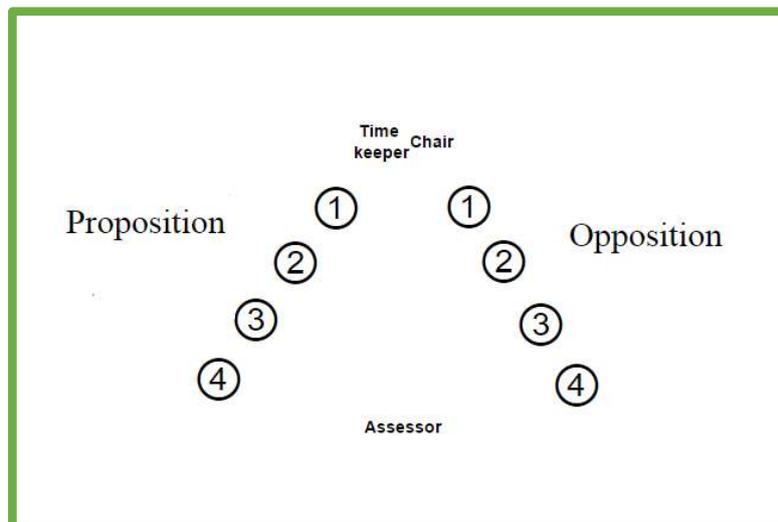
Assessment Guidance

The qualification is externally assessed and quality assured by ESB. The assessment is based on each individual candidate meeting the learning outcomes and assessment criteria. 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 debating assessments is 32 for one examiner in a day to allow for individual time schedules, changeovers and breaks. For larger numbers ESB can provide additional examiner(s) on the same day or assessments may be run over consecutive days.

Each assessment will have 8 participating candidates in two teams – 4 in favour of the motion and 4 against. There may be occasions where not all members of the audience are entrants for the same ESB assessment or syllabus. The assessment process works most effectively with a small group as audience, rather than the whole class.

The teams should be positioned in front of the assessor as pictured below, this ensures that the assessor can see all participants. The assessor assesses each candidate in turn during the debate, including a 1 minute break between each speaker. See also Speakers' Duties on page 10. Timing must be controlled by the organiser/nominated other – the assessor will not control timings. See 'Timings' for more specific detail.



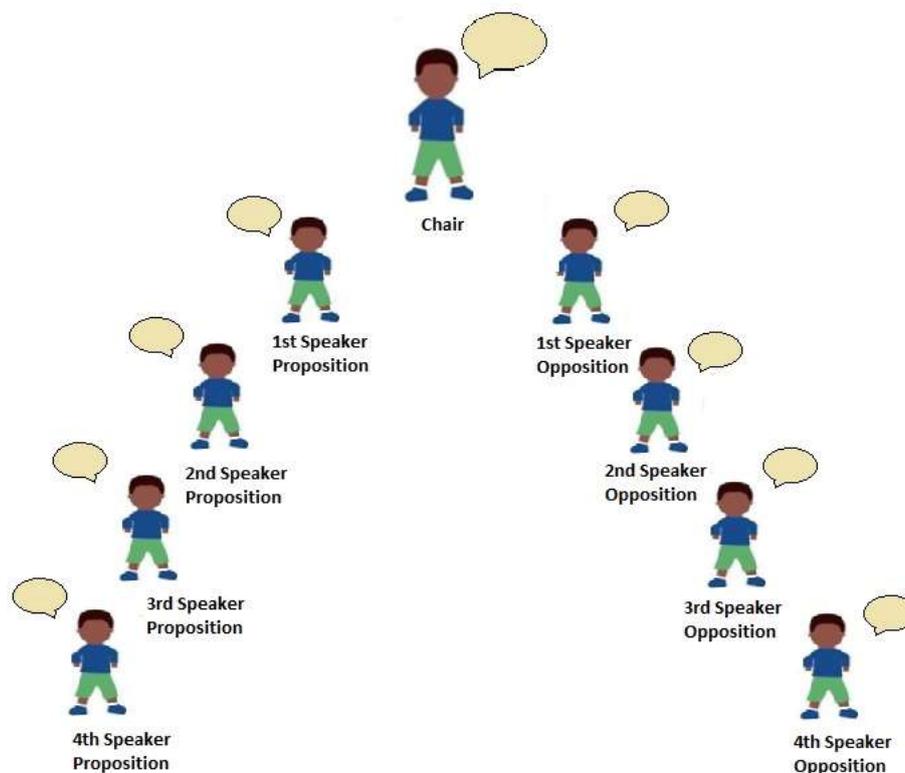
The assessor provides general oral feedback to the group at assessment.

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.

Chair's Duties

Please note that the organiser / nominated other is required to chair the debate. This role may be taken by the Time Keeper, or may be a different person.

- Chair welcomes all
- Chair introduces Motion
- Chair calls upon the Proposer of the Motion
- Chair calls upon the Opposer of the Motion
- Chair calls on the Second Speaker for the Motion
- Chair call upon the Second Speaker against the Motion
- Chair calls on the Third Speaker for the Motion
- Chair calls on Third Speaker against the Motion
- Chair calls on Fourth Speaker for the Motion
- Chair calls on Fourth Speaker against the Motion



Timings

Please note that the organiser / nominated other is required to keep time. This role may be taken by the chair, or may be a different person.

- Time Keeper signals when first thirty seconds of each speech (protected time) are over (one rap on the desk)
- Time Keeper signals when last 30 seconds of each (protected time) begins (one rap)
- Time Keeper signals when speaker has used their allotted time (2 raps)
- Time Keeper signals when speaker has gone 15 seconds over time (continuous rap)
- There will be 1 minute time to confer between speakers – Time Keeper signals when this is up



Speakers' Duties

	PROPOSITION	OPPOSITION	
1	<ul style="list-style-type: none"> • Defines motion (explains key words) • Signposts arguments • Presents arguments • Brief summary 	<ul style="list-style-type: none"> • Rebuttal • Signposts arguments • Presents arguments • Brief summary 	1
2	<ul style="list-style-type: none"> • Rebuttal • Signposts arguments • Presents arguments • Brief summary 	<ul style="list-style-type: none"> • Rebuttal • Signposts arguments • Presents arguments • Brief summary 	2
3	<ul style="list-style-type: none"> • Rebuttal • Signposts arguments • Presents arguments • Brief summary 	<ul style="list-style-type: none"> • Rebuttal • Signposts arguments • Presents arguments • Brief summary 	3
4	<ul style="list-style-type: none"> • Rebuttal • Signposts arguments • Presents arguments • Biased summary of arguments, explaining why proposition has won 	<ul style="list-style-type: none"> • Rebuttal • Signposts arguments • Presents arguments • Biased summary of arguments, explaining why opposition has won 	4

Learning Outcomes

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Work as part of a team to explore a motion/counter motion	1.1 Demonstrate some understanding of the motion
2	Build an argument and structure a speech	2.1 Make a case for or against the motion
3	Demonstrate evidence of research	3.1 Include mostly convincing information 3.2 Identify a premise/assumption 3.3 Give an example
4	Deliver the speech to time, using notes effectively	4.1 Communicate ideas 4.2 Speak for the allocated time
5	Reply (rebut) and respond (point of information) to arguments from the other team (according to role)	5.1 Respond to arguments from the other team (according to role) 5.2 Offer a point of information 5.3 Accept points of information
6	Signpost and link work	6.1 State content 6.2 Link points together
7	Use verbal and non-verbal communication	7.1 Use facial expression or eye contact 7.2 Speak clearly and audibly with some vocal variety 7.3 Use appropriate vocabulary
8	Listen carefully and positively	8.1 Listen attentively and engage with the process 8.2 Show a positive attitude and courtesy throughout

Guidance for Teachers

1. Work as part of a team to explore a motion/counter motion

In order to demonstrate understanding of the motion, each team of four must decide on strong arguments and how to divide them. (See guidance diagram on page 9 for examples of suitable motions for Level 1.) Motions should be straightforward or have their scope and definition precisely described when announced to the two teams before they start preparing for the debate. Encourage candidates to explore a wide variety of issues, from personal to local, national and global. Candidates should work together to anticipate arguments on the other side and be prepared to argue against them. Prior to working in teams of four on the chosen motion, teachers may wish to encourage pairs of candidates to argue for and against topics such as:

- School uniform should be compulsory
- Boys and girls should not be educated separately
- There must be life on other planets
- Children should not have to earn their pocket money
- Private car ownership should be banned to protect the environment.

2. Build an argument and structure a speech

When building an argument, candidates should be mindful of the following points:

- Research (discussed in more detail in section 3)
- Organisation – speech must have a beginning, middle and ending and should be to time
- Use of examples – these could be of different types
- Use of statistics
- Quotations – this should include the source
- Personal experience - anecdotes can add colour and human interest to a speech, but personal stories should contribute to the overall argument.

When building an argument, candidates should be mindful of the following points:

3. Demonstrate evidence of research

Building an effective argument is dependent on thorough research; arguably the most important aspect required in making a winning speech. There are many resources available to effectively research a motion, and it is important not to rely solely on the most obvious – the internet. Ensuring a wide breadth of research will allow for a varied and persuasive argument. Key information can be found here:

Internet:

Separating the useful from the irrelevant or inaccurate is imperative. There is no quality control over the internet so candidates must be discerning.

Library:

The local/school/college library is an invaluable source of information. Relevant journals are worth investigation as they often contain the most up-to-date information.

Books:

It is possible to find books dealing solely with pros and cons of various topics. *Pros and Cons: The Debaters' Handbook* (ISBN-10: 0415827809) is a good place to start and an internet search will bring up similarly useful publications.

Museums and Exhibitions:

Candidates may glean information not available from more conventional sources here.

Newspapers and Magazines:

If the motion deals with a topical, political, cultural, or scientific subject, a good starting point is to look through the back issues of newspapers and periodicals.

www.backissuenewspapers.co.uk is a useful resource.

TV & Radio:

Factual TV and radio programmes can also be used for information. Researching relevant documentaries allows candidates to benefit from research already carried out.

4. Deliver the speech to time, using notes effectively

Encourage candidates to stay calm and speak slowly, as it is always preferable to have a calm and measured presentation than a rushed one which tries to fit in too much. Candidates may use notes if desired, but should ensure that they are used subtly and remain unobtrusive. Aim to use key words in any notes, rather than full sentences, as this will allow candidates to speak naturally and spontaneously.

5. Reply (rebut) and respond (point of information) to arguments from the other team

Candidates should aim to really understand the opposing team's position, as this will place them in a stronger position to offer points of view and respond. They should anticipate that, in most cases, the opposing team will respond to a speech by objecting to one or more premises. If candidates are well-informed about their position, most of the objections should already be familiar to them. They should use logic and evidence to show their opponent why his or her objections do not work. Candidates can refute objections by showing that the evidence does not support them, or by exposing a logical flaw in the premise of the objection.

For example: to refute the idea that 'school uniform reduces the likelihood of bullying', a candidate might state that "If this was the case, all schools would have adopted school uniforms as an anti-bullying measure, but this is patently not the case." This would be a logic-based response. If possible, candidates should not stop at refuting arguments, but should try to turn the opposing argument around and use it against the other team. For example, a candidate could go further than the above and make reference to a 1999 study which found that school discipline incidents rose by about 12% after the introduction of uniforms, suggesting that school uniform may increase the risk of bullying.

NB The first 30 seconds at the beginning and end of each speech are protected, i.e. the opposing team can only offer points of information in the middle 3 minutes of each speech. The time keeper (teacher/organiser/allocated other) signals these 'splits' – see 'Timings'. There will be 1 minute time to confer between speakers.

Each candidate must attempt to make (by saying "Point of information!") and accept ("Accepted.") points of information, although not every point of information must be accepted (POIs can be declined with a "No, thank you."). The person making the point of information has 10 seconds to ask a question before sitting down. The speaker can choose to respond to or decline to answer the question/point before resuming their speech. Each team must ensure that at least 1 POI is offered per opposing speaker.

6. Signpost and link work

Signposting is critical to a good debate. It is essential both to the structure of a debate and necessary to any logical, persuasive speech. Signposting should happen both at the beginning and throughout a speech. The opening speaker for each team should fulfil the conventional function of signposting all the arguments that his/her team will make. (This means that the opening speaker uses 30 seconds or so of his/her speech for signposting but this is a valuable function in conventional debating). Similarly, each speaker should conclude his/her own speech and summarise the arguments he/she has put forward, with the closing speaker for each team summarising all the arguments his/her team has made. Also see Speakers' Duties on page 10.

Signposting should:

- Come after the statement for/against the motion
- Act as a road map to the debate
- Be informative but not exhaustive - like a table of contents
- Give names or titles to arguments that are repeated before their explanation - like chapter headings in a book.

At the conclusion of each argument, candidates should try to link the point back to the motion. This will allow them to establish the relevance of their argument to the motion and demonstrate that these are not being raised without good reason. Candidates should aim to show not only that the points raised are valid on their own, but that they also support or oppose the motion.

For example, in a debate about all endangered animals living in zoos to prevent extinction, a speaker cannot just deliver a general argument about the merits of zoos; there is a need to show how the motion would prevent extinction. In debates where the link back to the motion is missing, it is not surprising to find that the debaters are often unable even to recall the exact words of the motion.

7. Use verbal and non-verbal communication

Candidates should aim to speak slowly, giving the listeners time to take in what is said. Speaking slowly also gives candidates the opportunity to consider what they want to say. A well-modulated voice includes variation of pitch, pace, tone quality and tone amount. Additionally, pause is essential to effective communication, and to know how to make effective use of pause is one of the most important devices for the speaker. Silences are as necessary in giving an intelligent interpretation as sounds. True eloquence and expressiveness need pauses and the most ordinary statement gains importance by the skilful use of pause breaking into the flow of sound.

Pause is used:

1. To separate phrases (sense-groups)
2. To give time to renew breath
3. For effect (to emphasise or for emotional effect)

In terms of non-verbal communication, candidates should aim to make eye contact with their audience, adopt a confident, balanced stance and limit movement, as this can cause a distraction from what is being said. Similarly, gesture can be an effective way to emphasise words or points, but only when used sparingly – excessive and/or repetitive gestures can be very distracting.

8. Listen carefully and positively

A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said, and this is especially true in the debating context. Effective listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages, and one of the most difficult aspects of listening is the ability to link together these verbal and non-verbal pieces of information to reveal the ideas of others. By letting go of distractions and focusing solely on the speaker, this becomes easier.

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 examination. In order to make an application for a reasonable adjustment, centres should email customer@esbuk.org as soon as they book an examination. For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2019/12/ESB-POL-10-Reasonable-Adjustments-and-Special-Considerations-Policy-v4.pdf>

Level 1 Debate Examples



Grading Criteria

The debate is graded in four areas: (1) *Content*; (2) *Style*; (3) *Structure*; and (4) *Listening and Responding*. Each area (e.g. *Content*) contains a set of grading criteria that are mapped to the learning outcomes and assessment criteria. Each criterion has a numerical weighting that is determined by the worth of the assessment section (e.g. *Content* is worth 25% of the assessment). As part of the development process, subject specialists agreed on the relative weightings of criteria and sections.

During an assessment, an ESB assessor will review a learner's performance in all four areas. The assessor will apply the grading criterion that most accurately matches the learner's performance in that section. For instance, the assessor will examine the learner's performance in relation to each criterion (e.g. *Complexity of Argument* in *Content*) and allocate one of the following grades:

- Unsuccessful
- Pass
- Merit
- Distinction.

For the areas of *Content* and *Structure*, there are small differences in the weighting of criteria for a particular grade. For example, the criterion for *Building an Argument* in *Content* has a higher weighting than the criterion for *Use of Example* in *Content*. Ranked from highest to lowest, the weightings in *Content* are distributed as follows:

- *Explanation, Building an Argument, Communication*
- *Understanding of Motion*
- *Complexity of Argument, Use of an Example*

Ranked from highest to lowest, the weightings in *Structure* are distributed as follows:

- *Introduction, Linking*
- *Signposting and structure*
- *Summarising/Concluding, Timing*

As a result, a learner's performance in a higher-weighted criterion will have a greater impact in determining their overall grade for the qualification. In the areas of *Style* and *Listening and Responding*, each criterion is equally weighted. Using the example of *Style*, the criterion for *Confidence/Fluency* in Merit contains an equal weighting to the criterion for *Voice* in Merit.

When a learner has finished the assessment, an ESB assessor will complete a report form which will use the weightings to calculate an overall grade. Candidates can attain one of the following overall grades:

- Unsuccessful
- Pass
- Merit
- Distinction

Our assessments aim to promote clear, effective and confident oral communication amongst all learners. The assessment model is compensatory. If a learner is *Unsuccessful* in a specific criteria or a number of criteria, they can receive an overall *Pass* if they achieve a higher grade in a different criterion or group of criteria.

Level 1 Debating Criteria

Section 1 Content	Pass	Merit	Distinction
Understanding of Motion	Motion is partly understood.	Motion is generally understood.	Motion is completely understood.
Explanation	Information given is partially convincing.	Information given is mostly convincing.	Information given is completely convincing.
Building an Argument	States case; makes clear what is being referred to and own view.	Backs up view with reasons and/or evidence.	Explains reasons and evidence as well as listing them.
Complexity of Argument	Identifies at least one premise or assumption or a concluding statement.	Identifies at least one premise and a concluding statement.	Identifies two or more premises and concluding statement.
Use of Example	Gives one example.	Gives two or more brief examples.	Gives two or more detailed examples.
Communication	Shows audience awareness.	Engages with some, but not all, of the group.	Shares content enthusiastically and competently with the whole group.

Section 2 Style	Pass	Merit	Distinction
Confidence / Fluency	Communicates ideas but with some hesitancy/uncertainty or with over-reliance on notes/memorisation.	Communicates confidently. Mostly natural sounding, using brief notes if necessary.	Communicates confidently, spontaneously and with commitment to the case, with or without notes.
Non-Verbal Communication	Uses facial expression or eye contact to communicate non-verbally at least once.	Uses facial expression and eye contact to communicate non-verbally most of the time.	Uses facial expression and eye contact to communicate nonverbally throughout the assessment.
Voice	Clear and audible, limited use of modulation.	Clear, audible and unhurried. Varies tone amount and pace.	Uses some variety of tone amount and pace, as well as some variation of pitch or tone quality.
Use of Language	Language is mostly informal, with a narrow range of appropriate vocabulary.	Some use of formal language, uses varied vocabulary.	Mostly uses Standard English and uses varied vocabulary, including some technical terminology.

Section 3 Structure	Pass	Merit	Distinction
Introduction & Conclusion	Clear introduction.	Thoughtful introduction.	Original / imaginative introduction confidently delivered.
Summarising	Clear summary or conclusion.	Thoughtful summary and conclusion.	Clear, concise summary with original / imaginative concluding comment.
Signposting & Structure (including brief signposting of his/her team's arguments for first speaker)	Content stated without additional signposting.	States content clearly, and includes some signposting.	Content is confidently detailed. Clearly signifies when moving on to new points.
Linking	Makes an attempt to link points together.	Confidently and competently illustrates why some points are linked to the motion.	Confidently and competently illustrates why all points are linked to the motion.
Timing	Is considerably over (more than 30 seconds) or slightly under allotted time (by up to 30 seconds).	Slightly over allotted time (within a margin of 30 seconds).	Speaks for the full time allowed (within 15 seconds).

Section 4 Listening and Responding	Pass	Merit	Distinction
Listening Skills	Listens mostly supportively, but misses key points.	Listens attentively and is mostly engaged.	Listens attentively and is thoroughly engaged throughout the process.
Replying (Rebuttal) and Responding (points of information)	Attempts to respond to arguments put forward by the other side (If applicable – see Speakers’ Duties), but with points that have already been made and offers a minimum of two points of information.	Makes some attempt to give fresh responses to arguments from the other team (If applicable – see Speakers’ Duties), and regularly offers points of information.	Regularly gives new responses to arguments put forward by the other side (If applicable – see Speakers’ Duties), and confidently and regularly offers points of information that are well thought-out and concise.
Counter Arguments	Accepts some points of information but responses are weak or at the expense of timing.	Thoughtful, concise responses to points of information.	Effective and insightful responses to points of information, with good attention to timing.
Teamwork	Quietly receptive member of the team. Is respectful and courteous to the opposing team.	Engages with own team most of the time. Is respectful and courteous to the opposing team.	Liaises with team throughout, offers own ideas. Is respectful and courteous to the opposing team throughout.

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