

ESB Entry Level Award in Speech (Entry 3)



Unregulated

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Changes from Version 2

Change made	Page
Introduction page inserted	4
Why oracy matters for you page inserted	5
The Four Sections page inserted	6
TQT, GLH and Credit deleted	7
Link to resources inserted	7
Reasonable adjustments information updated	8
Qualification Progression page updated	9
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Grading criteria page rewritten and renamed 'assessment and grading'	15
Contact details updated	Back cover

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 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.
- Provides 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, drama 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 Speech (Entry 3)

The ESB Entry Level Award in Speech (Entry 3) is an unregulated qualification, which promotes oracy and is designed to develop learners' speaking, reading, listening and responding skills. The qualification can build learners' confidence and help them to use their voice effectively.

Qualification Content:

- Plan and give a 3-minute talk.
- Introduce and present a memorised poem or piece of drama.
- Introduce a book reading, placing the passage in the context of the story.
- Read aloud a chosen passage from a prepared 6-12 pages.
- Listen attentively and respond to questions clearly.
- Ask questions or make comments based on other's work.

A range of teaching resources are available to centres on our website. Follow [this link](#) for a sample.

Learners:

The qualification is predominantly aimed at Key Stage 2. The target learner group is Year 5 pupils (indicative age 9-10 years old) but it is not prescriptive: the assessment may be taken by younger and older learners.

Qualification Information	
Accreditation Information	The ESB Entry Level Award in Speech (Entry 3) is an unregulated qualification.
Qualification Objective	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.
Assessment Method	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.
Prior knowledge, Skills and Understanding	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 Speech (Entry 3).
Quality Assurance	To ensure quality assurance throughout the assessment process, ESB carries out moderation and standardisation activities with its assessment team.
Total Individual Assessment Time	12 minutes
Grading	Learners can achieve one of the following grades: <ul style="list-style-type: none">• Unsuccessful• Pass• Good Pass (Endorsed)• Merit• Merit Plus (Endorsed)• Distinction

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

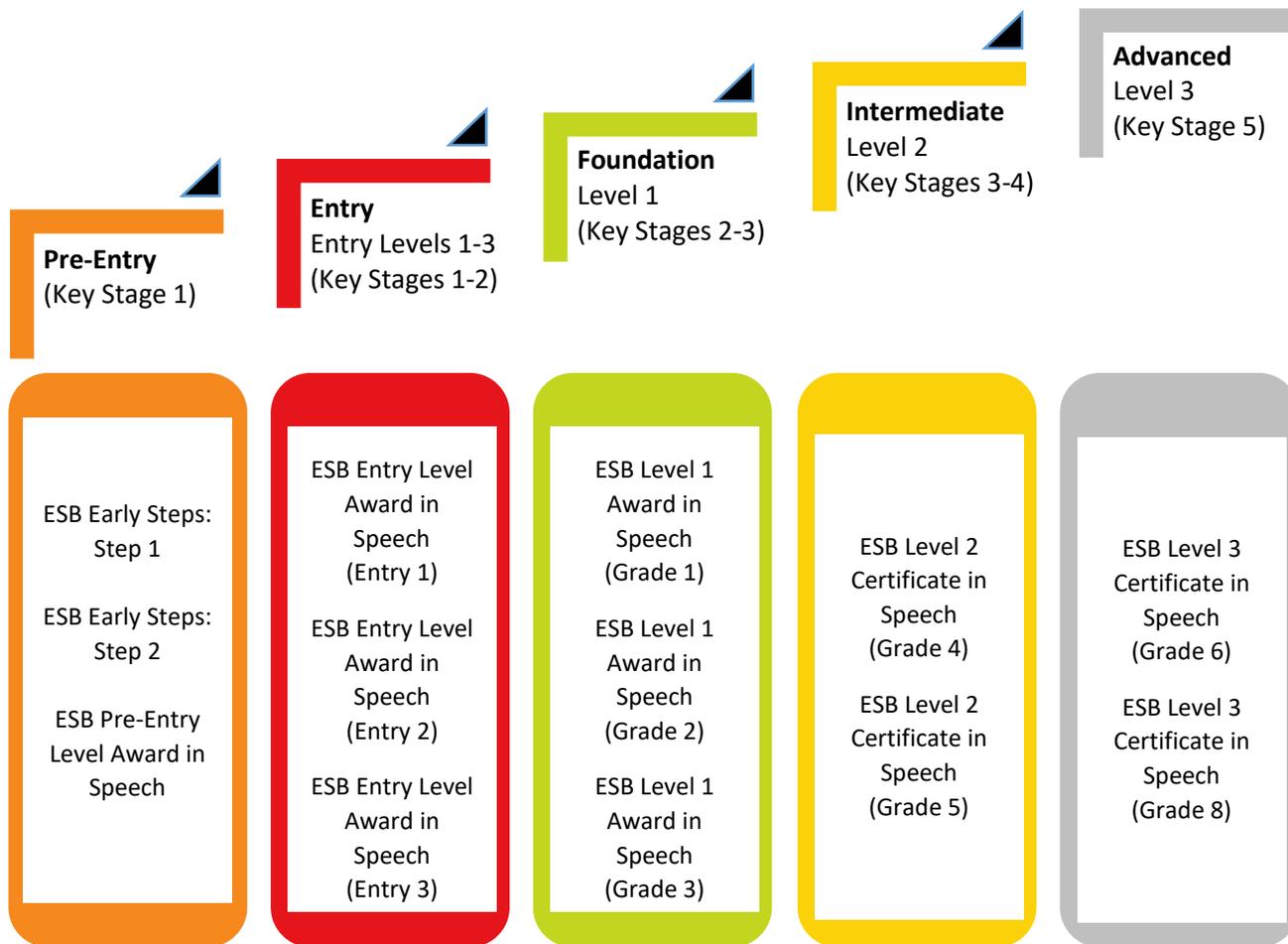
Reasonable Adjustments

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.

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 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 Graded Examinations 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.

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.)

Talk	<ul style="list-style-type: none">✓ Give well-structured explanations for different purposes✓ Speak to speculate, hypothesise, imagine and explore ideas✓ Gain, maintain and monitor the interest of listeners✓ Speak audibly and fluently with increasing command of Standard English
Speaking by Heart	<ul style="list-style-type: none">✓ Develop confidence, enjoyment and mastery of language through public speaking and performance✓ Prepare poems to read aloud and perform; use tone, intonation and volume to create meaning
Reading Aloud	<ul style="list-style-type: none">✓ Build confidence and competence in reading aloud at a reasonable speaking pace✓ Continue to develop as independent, fluent and enthusiastic readers✓ Read and discuss a wide range of fiction and recommend books to their peers, with reasons✓ Discuss books with others, building on their own and others' ideas, challenging views courteously
Listening and Responding	<ul style="list-style-type: none">✓ Listen and respond appropriately to adults and peers✓ Ask relevant questions to extend knowledge and understanding✓ Actively participate in collaborative conversations; initiate and respond to comments✓ Consider and evaluate different viewpoints, attend to and build on the contributions of others

Standard English and ESB International Assessments

Standard English is the variety of English which has been regularised, with minor regional and national variations, as a world language. The aim of the national curriculum is that everyone should be able to use Standard English in relatively formal speaking.

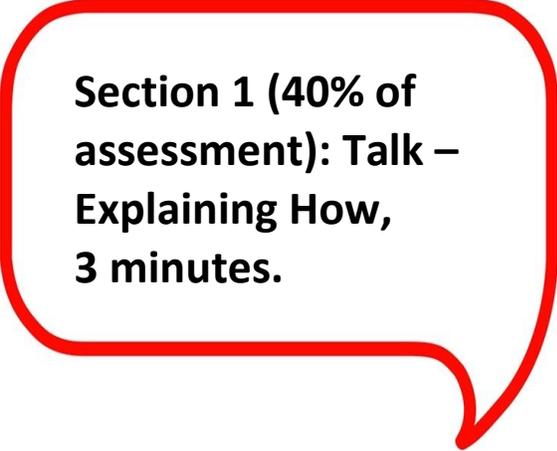
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

For ESB International, Standard English is recognised as the variety of English which is most widely accepted and understood within an English-speaking country or throughout the English-speaking world. This encompasses the variety of English taught and used in schools, colleges and universities, used in formal writing, newspapers and in the broadcast media. It is the variety understood by most speakers of English, even if they use another variety for most spoken communication.

At ESB International, we use Standard English as a term to specify that the spoken language used by learners does not cause any difficulty of understanding for the Assessor and/or participants during an assessment. There is no requirement to conform linguistically to any particular accent or pronunciation model.

Assessment Overview

The assessment is divided into four sections:



Section 1 (40% of assessment): Talk – Explaining How, 3 minutes.

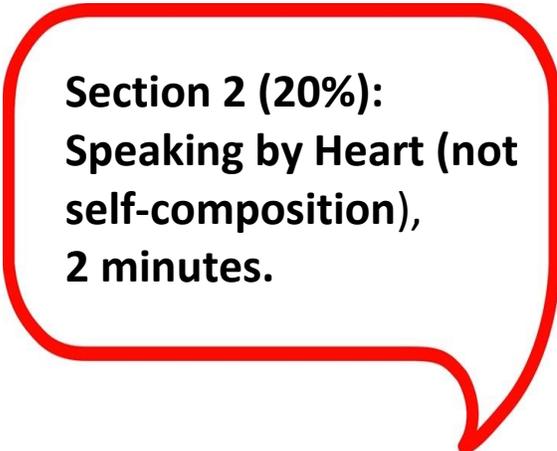
Learners talk about something they have achieved, made, grown or learned about.

For example, they may talk about: *how they gained a certificate; a trophy they have won; making or growing something; the planets; or the Tudors.*

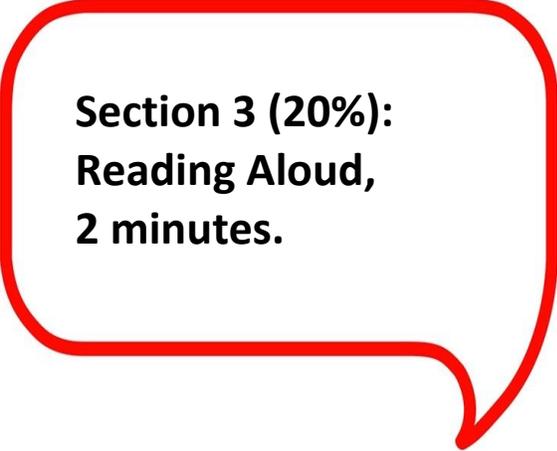
They should support their talk by using a relevant visual aid.

Learners begin by giving the title of their chosen poem or piece of drama, the author's name, and a detailed reason for their choice.

They should then recite their poem or piece of drama, sharing the content with the group and the assessor.



Section 2 (20%): Speaking by Heart (not self-composition), 2 minutes.



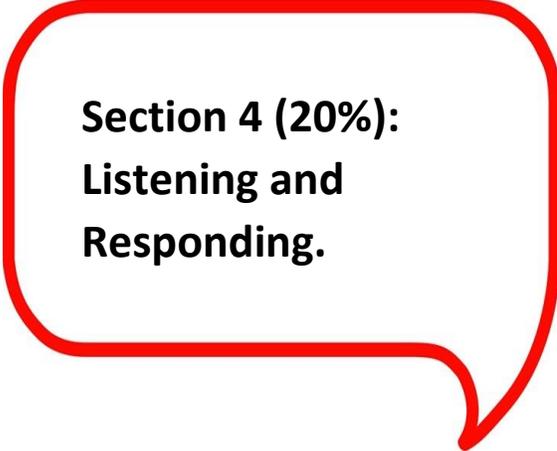
**Section 3 (20%):
Reading Aloud,
2 minutes.**

Learners should practise 6-12 pages (containing dialogue) of a book from which the assessor will choose an extract to be read aloud.

They must also introduce the book, placing their chosen section within the wider context of the story.

Learners answer questions from the group and the assessor after any section.

They should also participate in a group discussion, joining in with comments and questions.



**Section 4 (20%):
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.

The Entry Level Award in Speech (Entry 3) 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 three minutes' duration.	1.1 Show evidence of planning. 1.2 Link detail to own experience.
2	Speak in front of a small group and an assessor.	2.1 Tell the assessor and the listening group about something achieved, made, grown or learnt. 2.2 Share content with the group. 2.3 Use visual aids.
3	Introduce and present a memorised poem or piece of solo drama of appropriate maturity (not a self-composition).	3.1 Make a choice that allows a focus on rhythm and structure. 3.2 Introduce the piece. 3.3 Commit the words to memory. 3.4 Deliver the piece.
4	Practise six to twelve pages, containing dialogue, from a favourite book.	4.1 Make a choice appropriate to reading ability.
5	Introduce the reading, placing the passage in the context of the story.	5.1 Give the title and author of the book. 5.2 Take half a minute to introduce your reading clarifying the context of the chosen pages.
6	Read aloud a passage selected by the assessor from the prepared pages.	6.1 Make clear contrast between narrative and dialogue. 6.2 Use pause appropriately. 6.3 Respond vocally and facially to the words. 6.4 Make eye contact with listeners.
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 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 questions to ask when the opportunity presents itself. 10.2 Offer own ideas and supportive comments to support the group.

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 assessment criterion is weighted and Section 1 forms 40% of the assessment. In this section there are small differences in the weighting of assessment criteria for each grade; e.g. the descriptor for *Good Pass* in *Content* has a higher weighting than the descriptor for *Good Pass* in *Visual Aids*. From highest to lowest, the weightings are distributed as follows:

- Content
- Structure, Style, Communication
- Voice and Speech
- Visual Aids

Sections 2, 3 and 4 each form 20% of the assessment. Within those sections, 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: 3 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Structure	Evidence of structure, with a beginning or ending.	Evidence of structure with clear beginning or ending.	Talk structured, with clear beginning and ending.	Clearly structured with originality in beginning and/or ending.	Clearly structured with originality in beginning, body and ending.
Style	Shows personal interest in topic. Heavily reliant on notes or memorised information.	Shows personal interest in topic. Mostly reliant on notes or memorised information.	Mostly natural sounding, using brief notes if necessary.	Spontaneous delivery, occasional reference to notes.	Fluent speech, spontaneous delivery throughout.
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 but with little or no reference to personal experience.	Detailed explanation with individuality and reference to personal experience.
Visual Aids	Shows visual aids.	Shows chosen object and refers to it at least once.	Shows chosen object and refers to it more than once.	Talk is built around chosen object and it is presented confidently.	Talk is built around chosen object and it is presented confidently and competently.
Communication	Looks up at beginning and end.	Looks up at beginning and end and at frequent intervals during the presentation.	Engages with assessor and/or some, but not all, of the group.	Engages with the assessor and the whole group.	Shares content enthusiastically and competently with the assessor and whole group.

Section 2: Speaking by Heart Time: 2 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	Gives title and author.	Gives title and author with brief reasons.	Gives title and author with fuller, thoughtful reasons for choice.	Gives title and author with detailed reasons.	Gives title and author with detailed reasons and enthusiasm, awakening interest.
Memory	Remembers lines with several prompts.	Needs one prompt.	Words generally secure, no prompts required, but some hesitation.	Words mainly secure, no prompts required. There is little hesitation.	Words totally secure, no prompts required. There is no hesitation.
Voice/Delivery	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear and audible voice with some variation of pitch, pace or tone.	Voice has vitality and candidate uses facial expression. Thoughtfully paced.
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 show enjoyment.	Choice allows candidate to convey mood or spirit with understanding and enjoyment.	Choice allows candidate to share the mood or spirit of the poem with thoughtful interpretation.

Section 3: Reading Aloud Time: 2 minutes	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 lively or dramatic choice with regular opportunity for variety.	A piece with variety, offering a balanced range of narrative and dialogue.	A challenging choice with a balanced range of dialogue and narrative as well as technical challenges.
Introduction	Gives title and author without context.	Gives title and author with brief context.	Clear introduction setting the prepared pages in context.	Fuller introduction with context.	Interest aroused by enthusiasm for the book. Detailed context, clearly established.
Style	Mainly fluent with regular hesitation.	Mainly fluent. Reading has minor hesitations or is rushed.	Lively reading with mainly appropriate pace.	Fluent throughout, well-paced.	Clear contrast between narrative and dialogue, including appropriate pauses.
Voice/Delivery	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear, well-projected voice, with some variation of pitch, tone amount and/or tone quality.	Vocally and facially responds to the words.
Communication	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.

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 listens in an encouraging manner.
Responding to Questions	Brief responses developing some answers.	Developing fuller answers.	Fuller, more fluent answers.	Some lively responses.	Lively responses and related ideas, showing excellent communication skills.
Asking Questions	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.
Taking Part in the Group	Takes part when reminded.	Brief contributions without being reminded.	Engages with the group.	More extensive contributions.	Offers own ideas and comments to support the group.
General	Quietly receptive member of the group.	Engagement with the assessor and some of the group.	Engagement with the assessor and all of the group.	Engagement with the assessor and all of the group, displaying a positive attitude.	Engagement with the assessor and all of the group, displaying a positive, helpful and courteous attitude.

English Speaking Board (International) Ltd

9 Hattersley Court, Ormskirk
Lancashire L39 2AY
Tel: (+44) 01695 573439
Web: www.esbuk.org
Email: product@esbuk.org

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