

ESB Level 1 Award in Speech (Grade 3) 501/1662/9





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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.
- 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 prose, 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 Level 1 Award in Speech (Grade 3)

The ESB Level 1 Award in Speech (Grade 3) promotes oracy and is designed to develop learners' presentational skills and build their confidence in self-expression. In doing so, the qualification can help learners to clearly structure and communicate information, support ideas and opinions with valid reasons, present poetry and prose with enthusiasm and ask appropriate questions to build on the work of others.

### Qualification Content:

- Structure and present a 4-minute talk about a topic of personal interest which includes evidence of own research.
- Introduce, with reasonable detail, and speak a piece of published, creative English from memory.
- Prepare 12-15 pages of a book and read aloud a selected passage.
- Introduce the reading, clarifying the context of the chosen pages and arousing interest in the book.
- Listen and respond to questions about any aspect of the assessment.
- Ask questions and make comments based on the work of others.

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 3. The target learner group is Year 8 pupils (indicative age 12-13 years old) but it is not prescriptive: the assessment may be taken by younger and older learners.

Qualification Information	
<b>Accreditation Information</b>	Regulated by Ofqual 501/1662/9. Start Date: 01/09/2010. Designated by Qualifications Wales C00/0278/1.
<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.
<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 Level 1 Award in Speech (Grade 3).
<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>	14 minutes
<b>Total Qualification Time (hours)</b>	100
<b>Guided Learning Hours</b>	18
<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.

## ***Reasonable Adjustments***

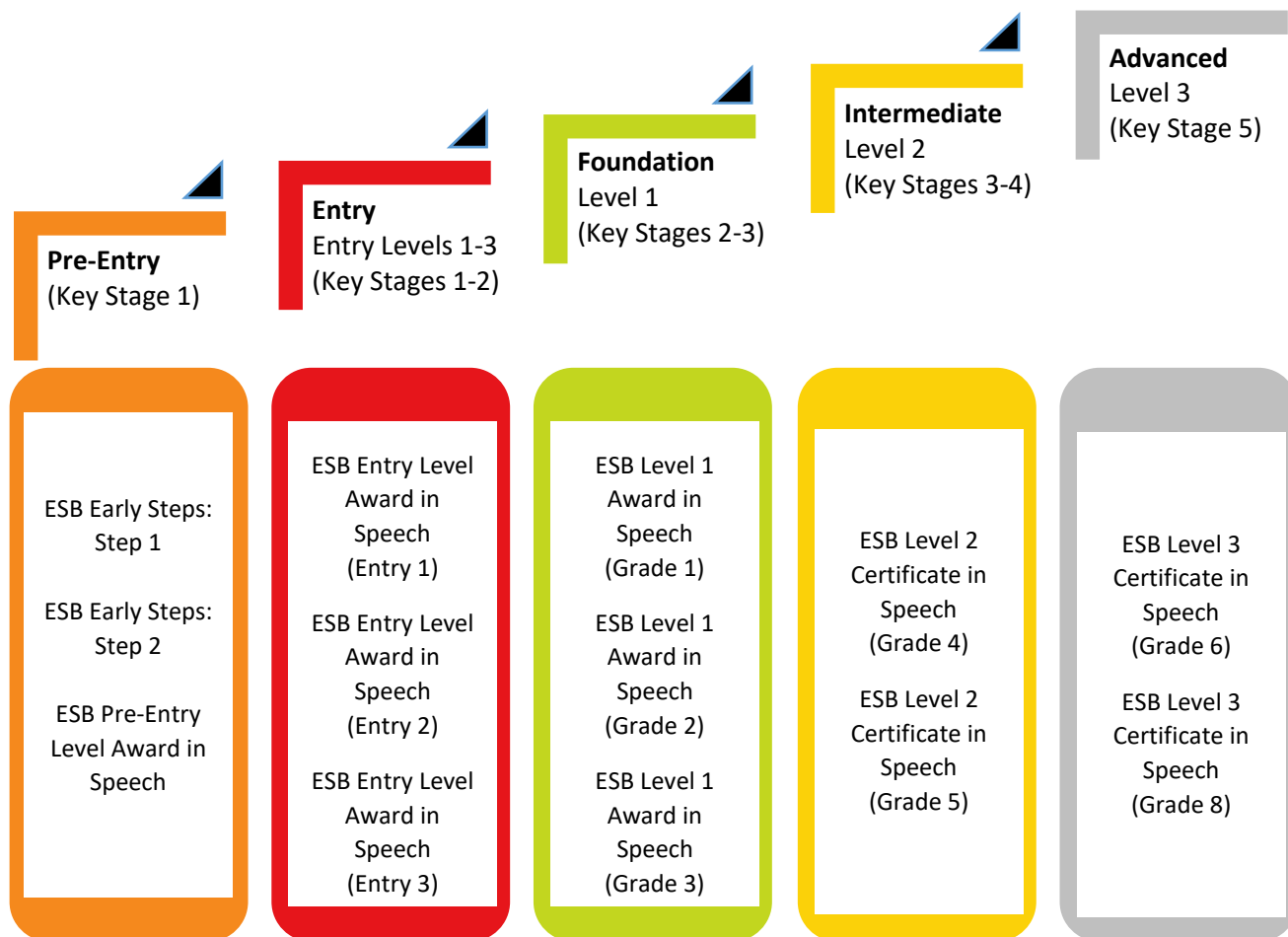
Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment.

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](mailto:product@esbuk.org).

## National Curriculum Coverage

This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken English](#), [Reading](#) and [Writing](#) at Key Stage 3. 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="#">Use Standard English in a range of formal and informal contexts, including classroom discussion</a></li><li>✓ <a href="#">Give short speeches and presentations, expressing their own ideas and keeping to the point</a></li><li>✓ <a href="#">Organise material and support ideas and arguments with any necessary factual detail</a></li></ul>
<b>Speaking by Heart</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Improvise, rehearse, and perform play scripts and poetry in order to generate language and discuss language use and meaning</a></li><li>✓ <a href="#">Use role, intonation, tone, volume, mood, silence, stillness, and action to add impact</a></li></ul>
<b>Reading Aloud</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Develop a capacity to explain their understanding of books and other reading</a></li><li>✓ <a href="#">Develop an appreciation and love of reading, and read increasingly challenging material independently; choose and read books independently for challenge, interest and enjoyment</a></li><li>✓ <a href="#">Reread books encountered earlier to increase familiarity</a></li><li>✓ <a href="#">Use role, intonation, tone, volume, mood, silence, stillness and action to add impact</a></li></ul>
<b>Listening and Responding</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Participate in structured discussions, summarising and/or building on what has been said</a></li><li>✓ <a href="#">Work collaboratively with peers to discuss reading, writing and speech across the curriculum</a></li><li>✓ <a href="#">Understand and use the conventions for discussion</a></li><li>✓ <a href="#">Use Standard English in a range of formal and informal contexts, including classroom discussion</a></li></ul>

## ***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): Prepared Talk, 4 minutes.**

Learners deliver a structured talk on any topic, with evidence of personal research/enquiry.

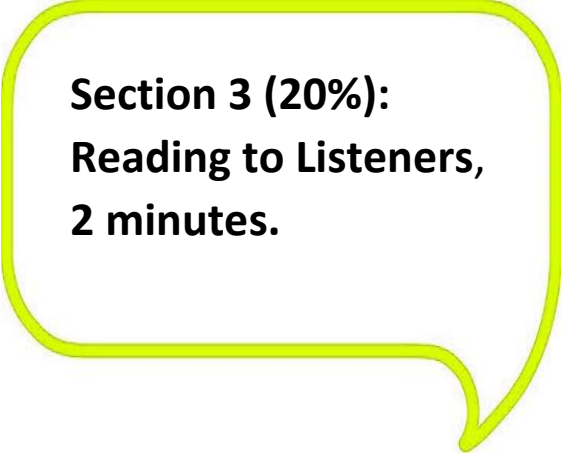
For example, they may choose to talk about: *the Viking invasion of Lindisfarne; the psychology of a penalty shootout; the work of Salvador Dali; or the benefits of a plant-based diet.*

They should support their talk using relevant visual/audio material.

Learners introduce their piece of poetry, drama, or prose by outlining what factors determined their choice or explaining its context.

They should then present their memorised choice, sharing the content with the group and the assessor.

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



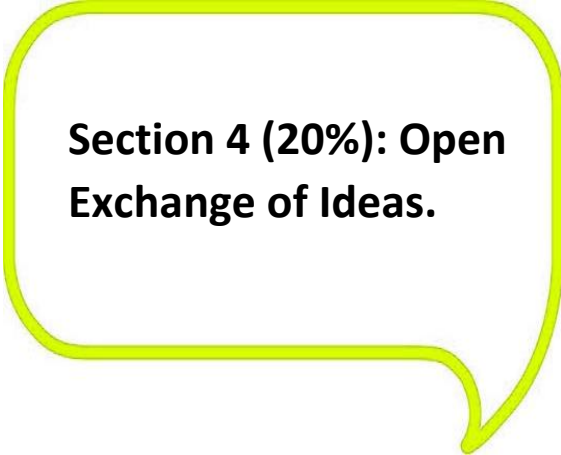
**Section 3 (20%):  
Reading to Listeners,  
2 minutes.**

Learners should prepare 12-15 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 of the book within the wider context of the story.

Learners answer questions from the group and the assessor at any time.

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



**Section 4 (20%): Open  
Exchange of Ideas.**

## 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 ESB Level 1 Award in Speech (Grade 3) has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Structure a talk of four minutes' duration.	1.1 Shape a talk for clear understanding by the listeners. 1.2 Plan a talk with a clear beginning, middle and ending.
2	Deliver the talk, without full notes, to time.	2.1 Present a topic of personal interest with advice. 2.2 Shape talk with evidence of planning within time limits.
3	Expand on initial information with advice, comment or opinion.	3.1 Share content.
4	Incorporate audio/visual aids during the talk.	4.1 Illustrate the talk with a visual aids.
5	Speak a piece of published, creative English from memory (poetry, prose or drama).	5.1 Choose a piece that is meaningful to the learner. 5.2 Introduce the piece, with specific reference to the text. 5.3 Commit the words to memory. 5.4 Deliver the piece with a sense of understanding of the text.
6	Read fluently and audibly a passage taken from 12-15 prepared pages.	6.1 Introduce the reading, clarifying the context of the chosen pages. 6.2 Make clear contrast between narrative and dialogue. 6.3 Use pause. 6.4 Respond vocally and facially to the words. 6.5 Make eye contact with listeners.
7	Respond to questions and make contributions to the work of others.	7.1 Give lively responses extending topic material. 7.2 Offer own ideas and supportive comments.
8	Listen carefully and positively throughout the work of a small group.	8.1 Listen encouragingly. 8.2 Demonstrate an encouraging attitude. 8.3 Behave positively and courteously throughout.

## ***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: Prepared Talk Time: 4 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Structure</b>	Planned talk, with clear beginning and ending. Runs under or over allotted time by more than 1 minute.	Planned talk, with clear beginning and ending. Runs under or over allotted time by more than 40 seconds.	Planned talk, with clear beginning and ending. Adheres to time limit.	Talk organised and efficient with originality in beginning and/or ending.	Talk organised and efficient; with originality in beginning and body, and thoughtful concluding comment.
<b>Style</b>	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.	Spontaneous delivery. Confident command of material and language with or without notes.
<b>Voice and Speech</b>	Clear or audible voice.	Clear and audible voice.	Voice has some vitality, variety and some use of pause.	Fluent delivery with some variety. Pace is mostly controlled and there is an effective use of pause.	Lively, fluent delivery. Content is sensitively paced for listeners.
<b>Content</b>	Some evidence of own research – gives brief reasons for interest.	Evidence of wider research with more evidence of own thoughts.	Selective use of researched material with focused commentary.	Accurate, detailed content with focused commentary and some evidence of analysis.	Accurate, original and detailed content. Effective selection of information and thoughtful analysis.
<b>Visual Aids</b>	Reliant on one/a simple piece of visual material for support.	Using simple material with more confidence.	More complex visual material chosen and used.	More complex visual material used confidently and competently.	Visual material used confidently and competently in a way that enhances understanding.
<b>Communication</b>	Starting to develop audience awareness or sharing behaviour. 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
<b>Introduction</b>	Gives title and author with brief reason(s) for choice when prompted.	Gives title and author with brief reason(s) for choice without prompting.	Gives title and author, with fuller reasons for choice without prompting.	Gives title and author, with comprehensive reasons for choice without prompting.	Gives title and author, with comprehensive reasons and enthusiasm, awakening interest.
<b>Memory</b>	Remembers lines with more than one prompt.	Remembers lines and requires 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.
<b>Voice/Delivery</b>	Clear or audible voice, using vocal expression.	Clear and audible voice using vocal expression.	Appropriate phrasing, and use of pause for understanding.	Appropriate phrasing. Pace is mostly controlled and there is an effective use of pause.	Free and fluent delivery, sensitively paced with effective use of pause and facial expression.
<b>Choice and Interpretation</b>	Choice allows candidate to concentrate on the metre or structure.	Choice allows candidate to begin to convey the mood or atmosphere but is rushed.	Choice allows candidate to successfully create and convey mood or atmosphere.	Choice allows candidate to convey mood or spirit with understanding and enjoyment.	Choice allows candidate to create a sense of spontaneity with awareness of audience.

Section 3: Reading to Listeners Time: 2 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Choice of book and passage/pages</b>	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 which offers some technical challenges for the reader.	A challenging choice appropriate to Level 1.
<b>Introduction</b>	Short introduction including brief context, with prompting.	Short introduction including brief context, with no prompting.	Clear introduction setting the prepared pages in context.	Fuller introduction with context.	Fuller enthusiastic introduction which generates enthusiasm for the book. Detailed context, clearly established.
<b>Style</b>	Fluent in places but there is regular hesitation or is rushed.	Mostly fluent but there are minor hesitations or is rushed.	Fluent reading with appropriate pace and timing.	Fluent and expressive and well-paced reading throughout.	Clear contrast between narrative and dialogue, including appropriate pauses.
<b>Voice/Delivery</b>	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 for vivid interpretation.
<b>Communication</b>	Some eye contact or other sharing behaviour.	Shares with listeners from time to time.	Looks up regularly, while keeping the flow.	Looks up regularly, and comfortably, while keeping the flow.	Shows full awareness of listeners with easy eye contact.

Section 4: Open Exchange of Ideas	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Listening Skills</b>	Listens and understands some questions.	Listens and understands most questions.	Listens and understands all questions.	Listens and understands all questions fully.	Listens in a positive manner and understands all questions fully.
<b>Responding to Questions</b>	Brief responses developing some answers.	Developing fuller answers.	Fuller, more fluent answers.	Some lively responses.	Lively responses and related ideas, showing excellent communication skills.
<b>Asking Questions</b>	Asks one or two simple or repetitive questions.	Asks several simple or repetitive questions.	Questions seek additional information.	Thoughtful and more complex questions.	Thoughtful and more complex questions and relevant comments.
<b>Taking Part in the Group</b>	Takes part when reminded.	Brief contributions without being reminded.	Engages with the group.	More extensive contributions.	Offers own ideas and comments to support the group.
<b>General</b>	Quietly receptive member of the group.	Some engagement with the group.	Encouraging attitude to rest of group.	Positive, helpful or courteous to rest of group.	Positive, helpful and courteous to rest of group throughout.

**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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