

ESB Level 2 Certificate in Speech (Grade 5) 501/1668/X



## 5a. Drama Focus



## **Contents**

Introduction .....	4
Why does oracy matter for you? .....	5
The Four Sections.....	6
ESB Level 2 Certificate in Speech (Grade 5): Drama Focus .....	7
Reasonable Adjustments .....	8
Qualification Progression.....	9
National Curriculum Coverage.....	10
Standard English and ESB International Assessments .....	11
Assessment Overview .....	12
Learning Outcomes and Assessment Criteria .....	14
Assessment and Grading.....	15
Grade Descriptors .....	16

## ***Changes from Version 2***

<b>Change made</b>	<b>Page</b>
Introduction page inserted	4
Why oracy matters for you page inserted	5
The Four Sections page inserted	6
Qualification Wales designation added	7
Credit deleted	7
Link to resources added	7
Reasonable adjustments information updated	8
Qualification Progression page updated	9
National Curriculum page updated	10
Standard English page inserted	11
Assessment Overview updated	12
Grading criteria page updated 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](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, published text and character study.
- 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 presentations, 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 vocabulary.
- Increase learner agency by taking ownership of their own learning.

### **Present a Text**

- 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.
- 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)*

- Encourage reading for pleasure.
- Expose learners to a range of literature through their peers' choices.
- Rehearse a piece of text to be read aloud, build confidence, and develop a natural reading rhythm and fluency.

### **Communicate a Character**

Research (*Borich, 2004*) shows that 'hot-seating' can:

- Encourage learners to express and clarify their thoughts;
- Develop understanding of a character (aiding progress in GCSE English and Drama);
- Create interest and increase participation in the classroom;
- Sustain attentive listening and encourage relevant responses;
- Encourage learners to consider differences in individuals;
- Develop creative thinking.

\*Borich, G.D. 2004. Effective Teaching Methods. Upper Saddle River, New Jersey: Pearson Prentice Hall.

### **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 2 Certificate in Speech (Grade 5): Drama Focus**

The ESB Level 2 Certificate in Speech (Grade 5) promotes oracy and is designed to enhance learners' presentational and communication skills. In particular, the qualification can help learners to conduct research and build arguments, explain and summarise points of view, communicate poetry and prose with a deepening appreciation, and actively contribute to discussions in a way that expands knowledge and understanding of a topic.

### **Qualification Content:**

- Research and deliver a 4-minute talk about a topic that affects young people.
- Introduce and speak a piece of published, creative English from memory.
- Assume the role of a character from a published text and communicate that role (*drama focus*)
- 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 4. The target learner group is Year 10 or 11 pupils (indicative age 15-16 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 501/1668/X. Start Date: 01/09/2010. Designated by Qualifications Wales C00/0278/4.
<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 2 Certificate in Speech (Grade 5).
<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>	18 minutes
<b>Total Qualification Time (hours)</b>	150
<b>Guided Learning Hours</b>	24
<b>Grading</b>	Candidates 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***

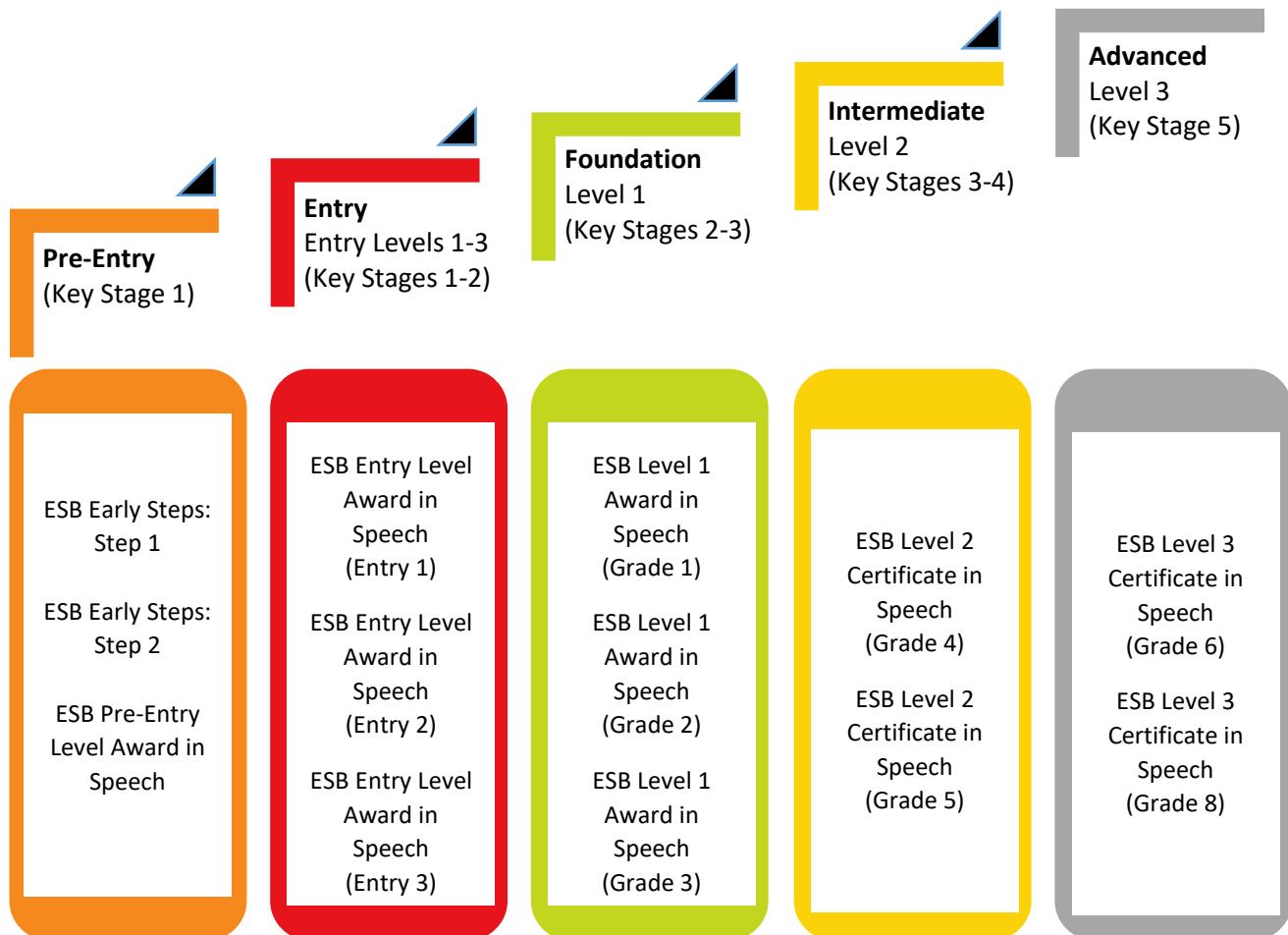
Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment.

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 in [Spoken English](#), [Reading](#) and [Writing](#) at Key Stage 4 and the [Spoken Language endorsement at GCSE](#). 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](#).

Each assessment section covers Key Stage 4 National Curriculum requirements in Spoken English, Reading and Writing, and for the Spoken Language endorsement at GCSE. (Ctrl+Click to follow the links below.)

### Presenting a Case

- ✓ [Plan for different purposes and audiences, including selecting and organising information and ideas effectively for formal spoken presentation](#)
- ✓ [Select and organise ideas, facts and key points, and cite evidence, details and quotation effectively and pertinently for support and emphasis](#)
- ✓ [Demonstrate presentation skills in a formal setting \(AO7 Spoken Language Endorsement\)](#)
- ✓ [Use spoken Standard English effectively in speeches and presentations. \(AO9 Spoken Language Endorsement\)](#)

### Explaining and presenting a published text

- ✓ [Improvise, rehearse and perform play scripts and poetry in order to generate languages and discuss language use and meaning, use role, intonation, tone, volume, mood, silence, stillness and action to add impact](#)
- ✓ [Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact](#)
- ✓ [Draw on knowledge of social, historical and cultural context](#)

### Communicating a Character

- ✓ [Explore aspects of plot, characterisation, events and settings, the relationships between them and their effects](#)
- ✓ [Improvise, rehearse and perform play scripts and poetry in order to generate languages and discuss language use and meaning, use role, intonation, tone, volume, mood, silence, stillness and action to add impact](#)

### Open Exchange of Ideas

- ✓ [Listen and respond in a variety of different contexts, both formal and informal, and evaluate content, viewpoints, evidence and aspects of presentation](#)
- ✓ [Listen to and build on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary](#)
- ✓ [Listen and respond appropriately to spoken language, including to questions and feedback to presentations \(AO8 Spoken Language Endorsement\)](#)

## ***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):  
Presenting a Case,  
5 minutes.**

Learners research and deliver a talk about a contemporary issue. For example, they could talk about *healthy eating*; *excess packaging*; or *alternative energy*.

Learners discuss different viewpoints about the subject and explain their opinions.

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

Learners begin by introducing their chosen poem, extract from a published novel or short story.

In doing so, they provide information about the writer, the use of language, and the context of the work.

They should then interpret the piece from memory.

**Section 2 (20%):  
Explaining and  
presenting a published  
text,  
3 minutes.**

### **Section 3 (20%): Communicating a Character, 2 minutes.**

Learners choose a character from any text not selected for Section 2. They briefly introduce the character and contextualise their role within the text.

Learners then communicate their chosen character by putting themselves in the “hot seat”. In doing so, they should respond in character to questions from the listening group and assessor. The aim is to communicate an understanding of that character’s thoughts, feelings, and reactions.

Learners respond to questions and feedback from the group and the assessor about any section.

They should be prepared to contribute ideas and opinions to develop others’ discussions.

### **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 2 Certificate in Speech (Grade 5) (Drama-focused) has the following learning outcomes and assessment criteria:

<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>
1	Research and plan a balanced presentation about a contemporary issue.	1.1 Structure a talk clearly within given time limit.
2	Deliver the talk to time.	2.1 Present without reading or memorising a script but using cue cards or PowerPoint notes if desired. 2.2 Speak clearly at a controlled pace.
3	Expand on initial information with analysis, comment and opinion.	3.1 Amplify basic content with researched information, giving a balanced account. 3.2 Explain relevance to age group and give own point of view.
4	Employ audio/visual aids during the talk.	4.1 Illustrate the subject appropriately with supportive material, which may include PowerPoint.
5	Introduce and speak a substantial piece of published, creative English from text or memory (poetry or prose), and analyse and evaluate language, content and meaning, commenting critically on it.	5.1 Choose a piece that is meaningful to the learner. 5.2 Research the writer. 5.3 Comment on the writer's use of language. 5.4 Comment on the style and, if appropriate, the context. 5.5 Read or speak with minimal reference to the text. 5.6 Use a variety of voice, pace and style to bring the piece to life.
6	Assume the role of a character and communicate convincingly in that role.	6.1 Select a character from a range of texts. 6.2 Introduce the character in or out of role and set the context. 6.3 Answer questions in role, speaking as they imagine the character would, bringing the character to life. 6.4 Use appropriate language and techniques to hold the listeners' attention. 6.5 Understand and convey the characters' motivations and feelings.
7	Support a discussion in a group, encouraging ideas and opinions.	7.1 Listen and respond to discussion.
8	Respond to questions, and make contributions to the work of others.	8.1 Contribute own ideas and opinions when the opportunity presents itself.
9	Listen carefully and positively throughout the work of a small group.	9.1 Listen with courtesy to other speakers, respecting other views.

## ***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: Presenting a Case Time: 5 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 50 seconds.	Planned talk, with clear beginning and ending. Runs under or over allotted time by more than 30 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 with mature vocabulary. 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 with vocal maturity. Content is sensitively paced for listeners.
<b>Content</b>	Relevant to age group. Includes evidence of own research. Own views briefly stated.	Selective use of researched material with more detailed reference to own views. Some attempt to present a balanced view.	Presents a balanced view. Highlights topic's relevance to age group. Selective comment on researched material. Explains own views.	Accurate, varied content, interestingly put together. In-depth comment on researched material. Explains own views in detail.	Accurate, original and detailed content. Effective presentation of information, opinion and observation.
<b>Supportive Material</b>	Supportive material illustrates information.	Supportive material is used confidently or competently.	Supportive material is used confidently and competently.	Sophisticated use of supportive material used confidently and competently, which enhances information.	Accomplished and sophisticated use of supportive material, confidently and competently managed.

<b>Section 1: Presenting a Case Time: 5 minutes</b>	<b>Pass</b>	<b>Good Pass (Endorsed)</b>	<b>Merit</b>	<b>Merit Plus (Endorsed)</b>	<b>Distinction</b>
<b>Communication</b>	Shows audience awareness. 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.

<b>Section 2 Explaining and Presenting a Published Text</b> Time: 3 minutes	<b>Pass</b>	<b>Good Pass (Endorsed)</b>	<b>Merit</b>	<b>Merit Plus (Endorsed)</b>	<b>Distinction</b>
<b>Choice and Structure</b>	Appropriate choice with meaning to the learner. Evident planning, to minimum stated time.	Appropriate choice with meaning to the learner. Evident planning, over stated time.	Thoughtful choice. Prepared information selected for time limit.	Challenging choice. Presented concisely and/or effectively.	Challenging choice. Presented concisely and effectively.
<b>Reading</b>	Evident familiarity with text, minor hesitation.	Evident familiarity with text, fluently read.	Confidently spoken, with regular text support.	Intermittent reference to text, maintains communication with listening group.	Subtle or token reference to text, enabling engagement with the audience.
<b>Interpretation</b>	Concentrates on the metre or structure.	Beginning to convey the mood or atmosphere.	Creates and conveys mood or atmosphere.	Mood or spirit is conveyed with understanding and enjoyment.	Sense of spontaneity with sensitivity to text and awareness of audience.
<b>Delivery/ Voice/Face</b>	Voice audible and clear, using some vocal expression.	Clear, audible voice using vocal and facial 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>Commentary</b>	Brief reference to writer and language and analysis of style/context.	Commentary or response to questions show recognition of style and understanding of text.	Commentary and response to questions show recognition of style and understanding of text.	Show recognition of style and understanding of text throughout, with some critical analysis of style/context.	Thoughtful, concise comments and references. Detailed critical analysis of style/context showing in depth research.

<b>Section 3: Communicating a Character</b> Time: 2 minutes	<b>Pass</b>	<b>Good Pass (Endorsed)</b>	<b>Merit</b>	<b>Merit Plus (Endorsed)</b>	<b>Distinction</b>
<b>Choice of material and introduction</b>	Appropriate Level 2 choice. Introduction is to time, with some reference to character and situation.	Appropriate choice. Introduction is to time, with more detailed reference to character and situation.	Imaginative choice. Introduction establishes character and context.	Challenging choice; detailed introduction effectively establishes character and context.	Challenging choice. Carefully selected placement of character awakens interest.
<b>Communication</b>	Shows audience awareness at beginning and end.	Shows audience awareness throughout.	Beginning to engage with the audience.	Engages with the audience throughout.	Engages audience fully.
<b>Characterisation</b>	Role simply created. Some attempt to sustain character.	More detailed characterisation with character mostly sustained.	Thoughtful characterisation. Sustains character throughout.	Develops and sustains character throughout using appropriate language and gesture.	Brings chosen character to life with assurance and sensitivity.
<b>Voice/Delivery</b>	Voice audible or clear.	Voice audible and clear.	Unhurried. Fluent and articulate throughout.	Unhurried. Clear, well-projected voice, with some variation of pitch, tone amount and/or tone quality.	Unhurried. Skilful pace, timing and emphasis. Vocally and facially creates a vivid interpretation.
<b>Knowledge of text and character</b>	Brief, convincing answers from text.	Some answers demonstrate the beginning of an understanding of character beyond the text.	Full answers demonstrate clear understanding of character beyond text.	Beginning to develop more complexity of character through in depth knowledge of text.	Uses in-depth knowledge of text, along with creative sensitivity, to demonstrate and develop full complexity of character.

<b>Section 4: Open Exchange of Ideas</b>	<b>Pass</b>	<b>Good Pass (Endorsed)</b>	<b>Merit</b>	<b>Merit Plus (Endorsed)</b>	<b>Distinction</b>
<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 and understands all questions and inferences fully.
<b>Responding to Questions and Discussions</b>	Brief responses developing some answers.	Developing fuller answers.	Fuller, more fluent answers drawn from own understanding or experience.	Some lively responses.	Mature responses and related ideas, showing excellent communication skills.
<b>Asking Questions</b>	Able to use open, relevant questions. Maintains flow by asking for ideas and opinions.	Asks several simple or repetitive questions.	Thoughtful questions promoting further understanding. Extends discussion by own responses.	Thoughtful and more complex questions.	Challenges thinking with perceptive questions.
<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 supportive comments. Controls pace and group dynamics.
<b>General</b>	Generally 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.



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