

ESB Level 3 Certificate in Speech (Grade 6) 501/1669/1



This qualification is accepted by the UK Universities and Colleges Admissions Service (UCAS) and it carries the following UCAS Tariff points for university and HE entry: 8 (Pass, Good Pass); 10 (Merit, Merit Plus) and 12 (Distinction).

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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 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, literary reading, and critical review.
- 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, literary interpretation and media reviews, 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 a topic of substance, using a key investigation/enquiry question to guide research and analysis.
- Practise using a range of reputable sources, evaluating and synthesising information.
- Begin to use academic discourse, utilising a range of tier 1, 2 and 3 vocabularies, carefully selected to impart a message.

Literature Interpretation and Analysis

- Explore a range of forms of creative language.
- Encourage wider reading, exposing learners to world literature from other cultures and traditions.
- Consider historical, political, social, economic, and cultural contexts of pieces of writing.
- View literature through a variety of interpretive lenses.
- 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](#))

Critical Review

- Develop evaluative judgements based in objectivity and a clear understanding of the subject matter.
- Opportunity for learners' personal interests to shine, enabling confident and enthusiastic delivery.
- Connect the subject of review to the wider canon, drawing contrasts and comparisons.
- Consider own bias and prejudice, giving opportunities for self-reflection and growth.

Questions and Discussion

- Develop higher-order questioning and thinking skills.
- Encourage learners to be reflective, able to adapt and modify their own views as a result of discussion.
- Justify and support their knowledge by preparing for potential areas of enquiry and speaking with conviction and command of their subject.
- Autonomy of choice in each section encourages reluctant speakers to feel ownership of their material and gain confidence in their responses.

ESB Level 3 Certificate in Speech (Grade 6)

The ESB Level 3 Certificate in Speech (Grade 6) promotes oracy and is designed to refine learners' presentational and communication skills at a mature level. Specifically, the qualification can help learners to construct and deliver original and well-evidenced arguments, interpret and critically review information, and evaluate competing ideas and perspectives in a discussion.

Qualification Content:

- Research and deliver a 5-minute oral presentation about a piece of equipment or IT application.
- Speak a substantial piece of published, creative English from text or memory and comment critically on it.
- Deliver a critical review of a work of performance art.
- Participate in a formal discussion by responding to questions, raising enquiries and offering 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 5. The target learner group is Year 12 pupils (indicative age 16-17 years old) but it is not prescriptive: the assessment may be taken by younger and older learners.

Qualification Information	
Accreditation Information	Regulated by Ofqual 501/1669/1. Start Date: 01/09/2010. Designated by Qualifications Wales C00/0278/6.
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 Level 3 Certificate in Speech (Grade 6).
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	18 minutes
Total Qualification Time (hours)	170
Guided Learning Hours	30
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
UCAS Tariff Points	This qualification is accepted by the UK Universities and Colleges Admissions Service (UCAS) and it carries the following UCAS Tariff points for university and Higher Education (HE) entry: 8 (Pass, Good Pass); 10 (Merit, Merit Plus) and 12 (Distinction).

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

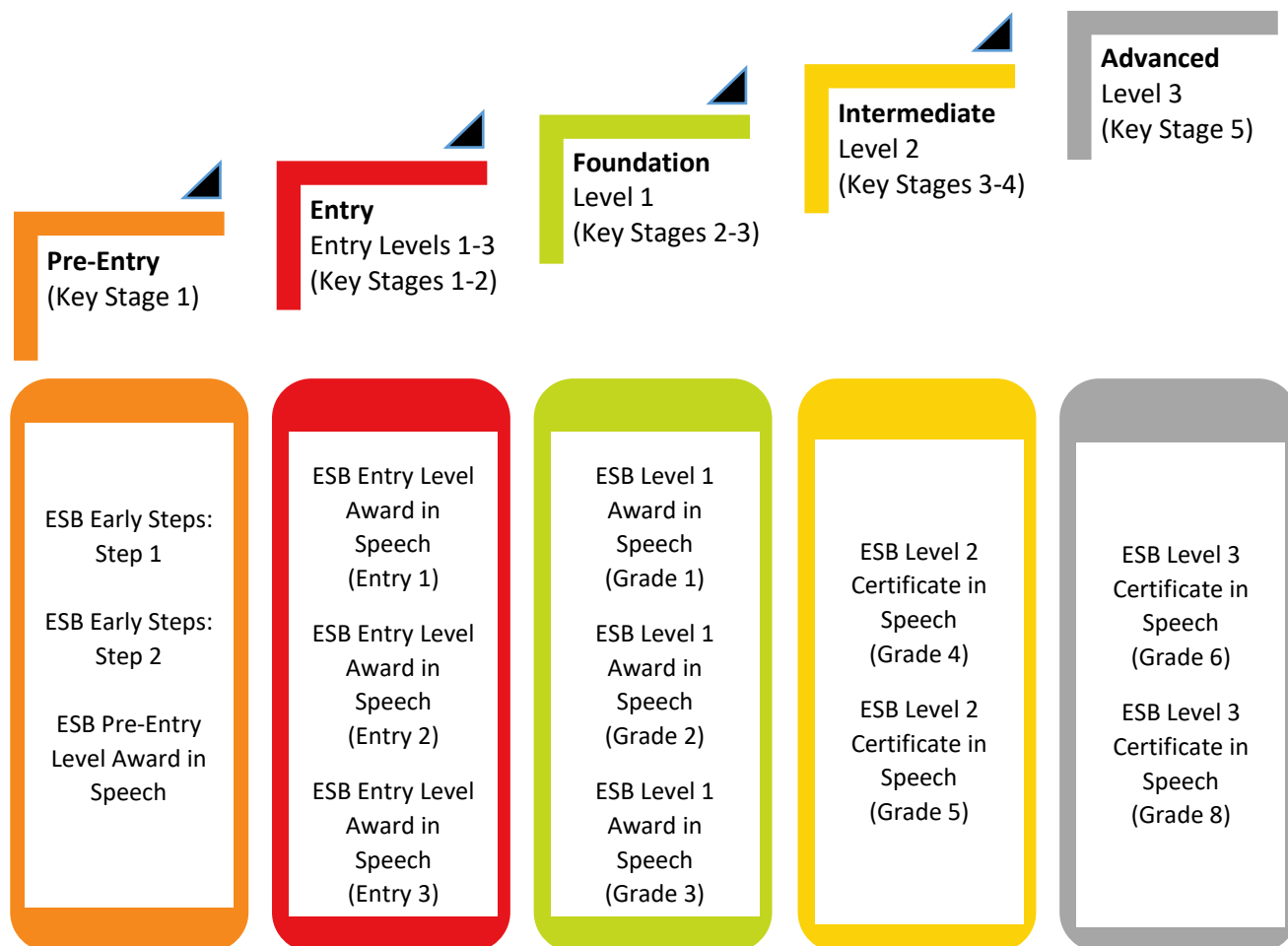
Reasonable Adjustments

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.

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.

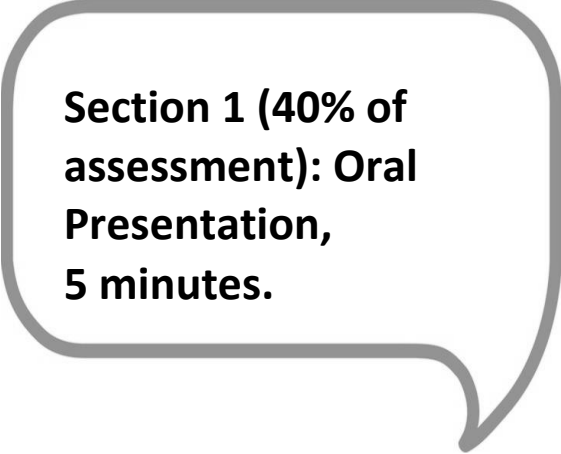
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

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): Oral Presentation, 5 minutes.

Learners begin by introducing a poem, prose extract or scene from a play, drawn from world literature.

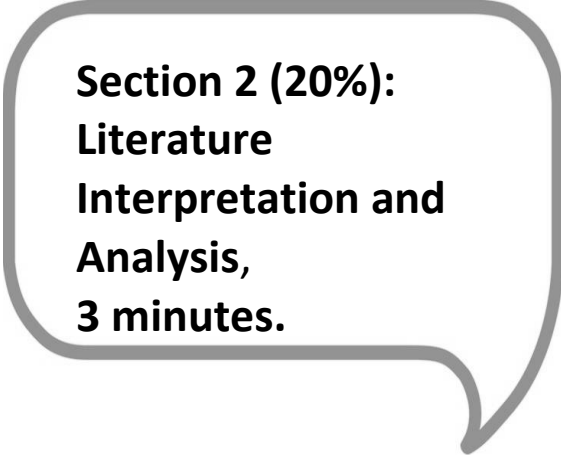
In doing so, they discuss the author, the use of language and the context of the work.

They should then give a reading or memorised delivery from their chosen text.

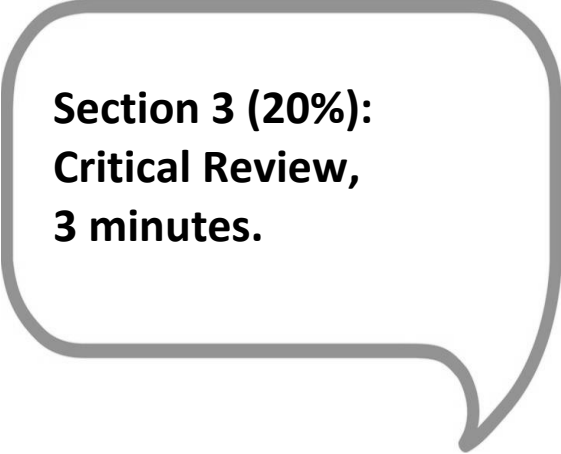
Learners research and deliver a presentation about a piece of equipment or IT application.

In doing so, they explain how it works and its effect on society. For example, they could talk about topics including: *The Large Hadron Collider*; *Mura Technology's HydroPRS™*; or *Smartphones and Facial Recognition*.

They should support their talk with a digital presentation.



Section 2 (20%): Literature Interpretation and Analysis, 3 minutes.



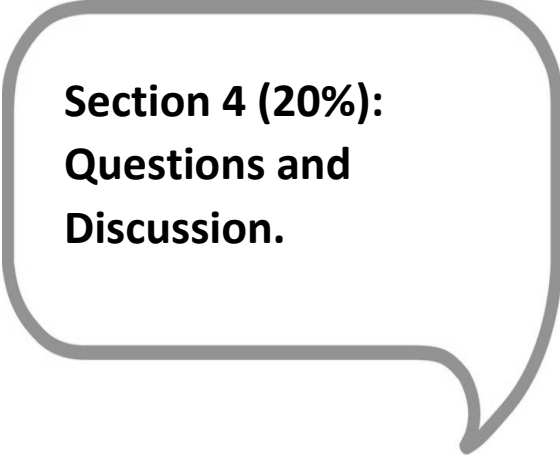
**Section 3 (20%):
Critical Review,
3 minutes.**

Learners provide a critical review of a film, live theatrical production, television programme, podcast, or video game.

In doing so, they should evaluate its strengths and weaknesses and assess its personal impact.

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%):
Questions and
Discussion.**

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 sets out what is required, in terms of actions, to meet a learning outcome.

The ESB Level 3 Certificate in Speech (Grade 6) 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 5 minutes' duration with an effective structure, on a technical subject.	1.1 Show evidence of structured planning within time limits. 1.2 Show evidence of research that contains a depth of information.
2	Deliver the talk, without full notes, to time, explaining the technicalities clearly.	2.1 Research and present a talk which includes evidence of own research. 2.2 Employ mature use of language. 2.3 Speak clearly and audibly.
3	Expand on initial information with advice, comment or opinion.	3.1 Share opinions and advice with authority.
4	Employ audio/visual aids during the talk.	4.1 Demonstrate a use of visual/audio supportive material.
5	Speak a piece of published, creative English from text or memory and evaluate the context, style, use of language and writer.	5.1 Choose a piece that is meaningful to the learner. 5.2 Introduce the piece, with specific reference to the style and context. 5.3 Research and comment on the writer and their use of language. 5.4 Memorise or read with reference to the text. 5.5 Use a variety of voice, pace and style to bring the piece to life.
6	Give a critical review of a work of performance art, including a personal response to it.	6.1 Select a production or program for review. 6.2 Describe the selected item, including the medium and, if appropriate, the context. 6.3 Research and review its strengths and weaknesses, according to the choice and medium. 6.4 Communicate your opinions and ideas to listeners.
7	Take part in discussions and make contributions to the work of others.	7.1 Lead discussion if appropriate. 7.2 Use strategies to involve all members of the group. 7.3 Encourage thoughtful, balanced discussion. 7.4 Contribute your own questions, ideas and opinions.
8	Listen carefully and thoughtfully throughout the work of a small group.	8.1 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: Oral Presentation Time: 5 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Structure	A planned presentation with clear beginning and ending, to minimum stated time.	Planned talk with clear beginning and ending; over allotted time by no more than 30 seconds.	Sets out the issue clearly and selectively to keep to time limits.	Talk is organised and efficient with originality in opening and ending.	Concise and disciplined structure with originality in beginning and ending.
Style	Dependent on notes, memorisation or PowerPoint.	Some reliance on memorised information or notes.	Personal interest shown with efficient use of notes.	Spontaneous delivery, occasional reference to notes.	Confident command of material and mature vocabulary with subtle or no use of notes.
Voice and Speech	Speech clear and audible.	Speech clear and audible. Pace mostly controlled.	Voice has some vitality. Pace is fully controlled and there is some use of pause.	Fluent delivery with some variety. Variety of controlled pace and efficient use of pause.	Self-assured, fluent delivery with vocal maturity. Content is sensitively paced for listeners.
Content	Topic of substance. Brief evidence of own research. Some attempt to present a balanced view. Own views briefly stated.	Clear evidence of own research. Own views clearly stated. Limited explanation of effects on society.	Presents a balanced view. Highlights topic's relevance to age group. Selective comment on researched material. Explains own views.	Accurate, varied content with effective introduction or conclusion. Thorough commentary on researched material.	Effective presentation of information, opinion and observation. Thoughtful, relevant introduction and considered conclusion.
Visual Aids	Supportive material illustrates information.	Simple visual material is used confidently.	Supportive material enhances information and is used confidently.	Sophisticated use of visual material used confidently and competently.	Sophisticated use of visual material, integrated confidently and competently in a way that enhances understanding.
Communication	Shows some awareness of audience and occasion.	Appropriate register. Involves listeners at frequent intervals during the presentation.	Confident communication. Involves listeners to share interest throughout.	Engages with the group using apt vocabulary.	Communicates with mature authority and appropriate use of language.

Section 2: Literature Interpretation and Analysis Time: 3 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	Introduction that states the author and briefly describes the use of language and the context of the work.	Introduction that states the author and describes the use of language and the context of the work.	Introduction that states the author and explains the use of language and the context of the work.	Introduction that states the author and explains in detail the use of language and the context of the work.	Introduction that states the author and evaluates the use of language and the context of the work.
Memorisation or Reading	Reads with constant reference to text.	Clear familiarity with text but needs regular reference.	Confidently spoken with regular text support.	Words secure with clear concentration or text support.	Securely memorised or subtle reference to text.
Delivery/Voice/Face	Clear, audible voice, using vocal expression.	Clear, audible voice using vocal and facial expression.	Appropriate phrasing, and some use of pause for understanding.	Appropriate phrasing. Pace is mostly controlled and there is some use of pause.	Free and fluent delivery, sensitively paced with effective use of pause.
Choice and Interpretation	Concentrates on the rhythm or structure.	Beginning to convey the mood or atmosphere.	Thoughtful choice. Successfully creates and conveys mood or atmosphere.	More challenging piece. Mood or spirit is conveyed with understanding and enjoyment.	Substantial and meaningful piece. Sense of spontaneity with awareness of audience.

Section 3: Critical Review Time: 3 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of Material/Structure	Suitable choice appropriate to Level 3. Evident planning, to minimum time.	Choice of more substance. Thoughtful introduction or conclusion.	Thoughtful choice. Prepared information selected for time limit.	More challenging selection, imaginatively structured.	Distinctive selection presented cogently and effectively.
Description	Brief, accurate description with prompting.	Accurate description with brief reference to medium.	Considered description, includes some detail including medium, content or context.	Original description. Detail includes medium, content and context.	Description carefully judged to engage listeners.
Delivery/Voice/Face	Clear, audible voice, using vocal expression.	Clear, audible voice using vocal and facial expression.	Appropriate phrasing, and some use of pause for understanding.	Appropriate phrasing. Pace is mostly controlled and there is some use of pause.	Free and fluent delivery, sensitively paced with effective use of pause.
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.
Review	Briefly identifies strengths or shortcomings, with some personal response.	Identifies strengths and shortcomings with more detailed personal response.	Evidence of balanced critical thinking. Makes a personal judgement based on the evidence.	Comments on the artistic merits of the work with some insightful observations.	Perceptive mature review. Confidently identifies and assesses personal impact.

Section 4: Questions and Discussion	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 and inferences fully.
Responding to Questions and Discussions	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.	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.

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