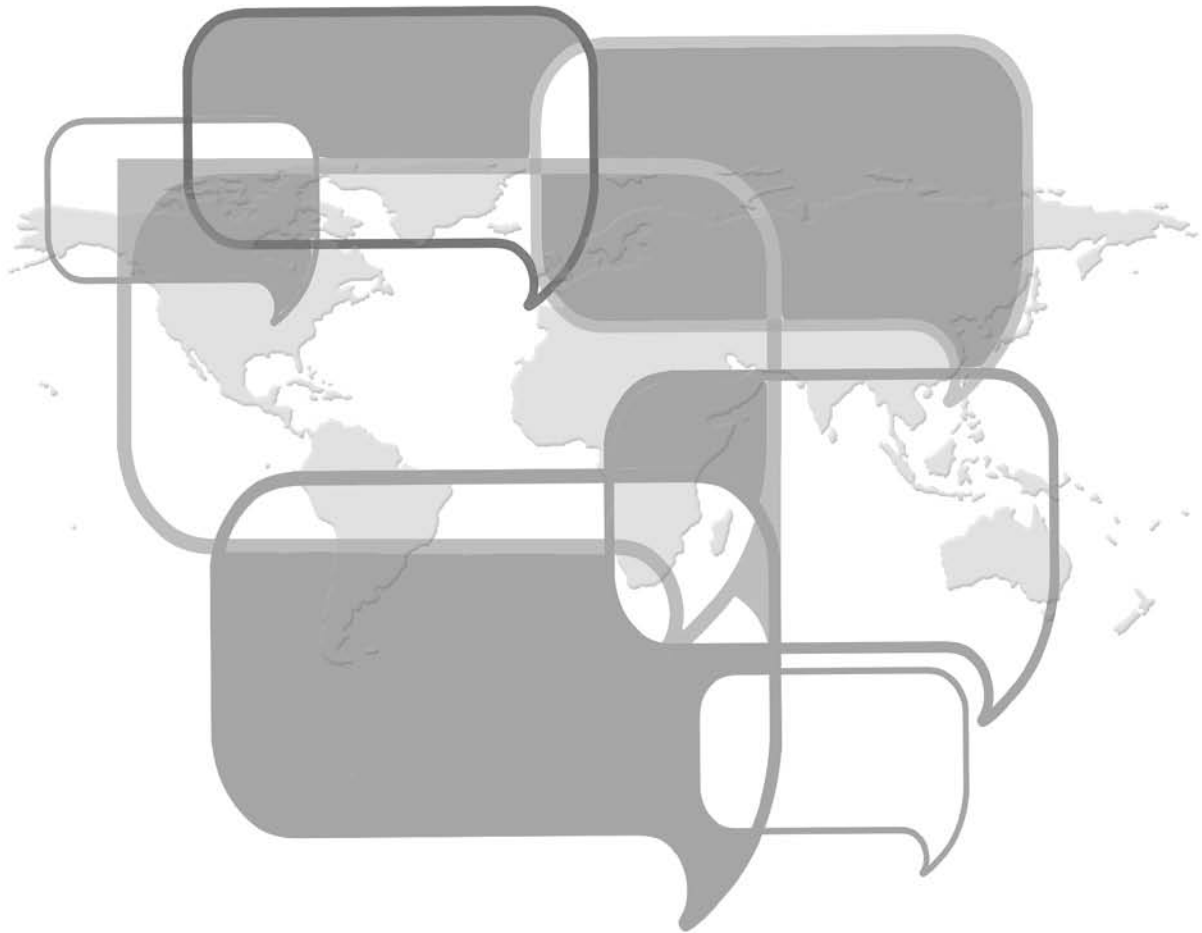


ESB Level 3 Certificate in Speech (Grade 8) 501/1667/8



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: 24 (Pass, Good Pass); 27 (Merit, Merit Plus) and 30 (Distinction).

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Change made	Page
Introduction page inserted	4
Why oracy matters for you page inserted	5
The Four Sections page inserted	6
Link to resources added	7
Qualification Wales designation added	8
Credit deleted	8
Reasonable adjustments information updated	9
Qualification Progression page updated	10
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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, newspaper discussion and literary recommendation.
- 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, literature and current events, 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 their message.
- Increase learner agency by taking ownership of their own learning.
- Continue developing critical analysis skills: collecting, interpreting and presenting qualitative and quantitative data.

Discussion of a News Item

- Promote engagement in current affairs, develop moral agency and critical thinking.
- Learn to adhere to strict time management goals.
- Evaluate, synthesise, and analyse information.
- Critically evaluate use of evidence and bias in the media, using this knowledge when formulating their own opinions and arguments.
- Build leadership skills by guiding and directing discussion, using strategies to include all group members and encourage thoughtful, balanced debate.

Literary Recommendation

- 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.
- 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.

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 8)

The ESB Level 3 Certificate in Speech (Grade 8) promotes oracy and is designed to refine learners' presentational and performance 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 based on a technical subject.
- Lead a discussion of a news item, based on a complex issue with different viewpoints.
- Provide an evaluative literary recommendation, which involves researching the writer and commenting on their style.
- 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 13 pupils (indicative age 17-18 years old) but it is not prescriptive: the assessment may be taken by younger and older learners.

Qualification Information	
Accreditation Information	Regulated by Ofqual 501/1667/8. Start Date: 01/09/2010. Designated by Qualifications Wales C00/0278/5.
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 8).
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	25 minutes
Total Qualification Time (hours)	250
Guided Learning Hours	48
Grading	Candidates 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 HE entry: 24 (Pass, Good Pass); 27 (Merit, Merit Plus) and 30 (Distinction).

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

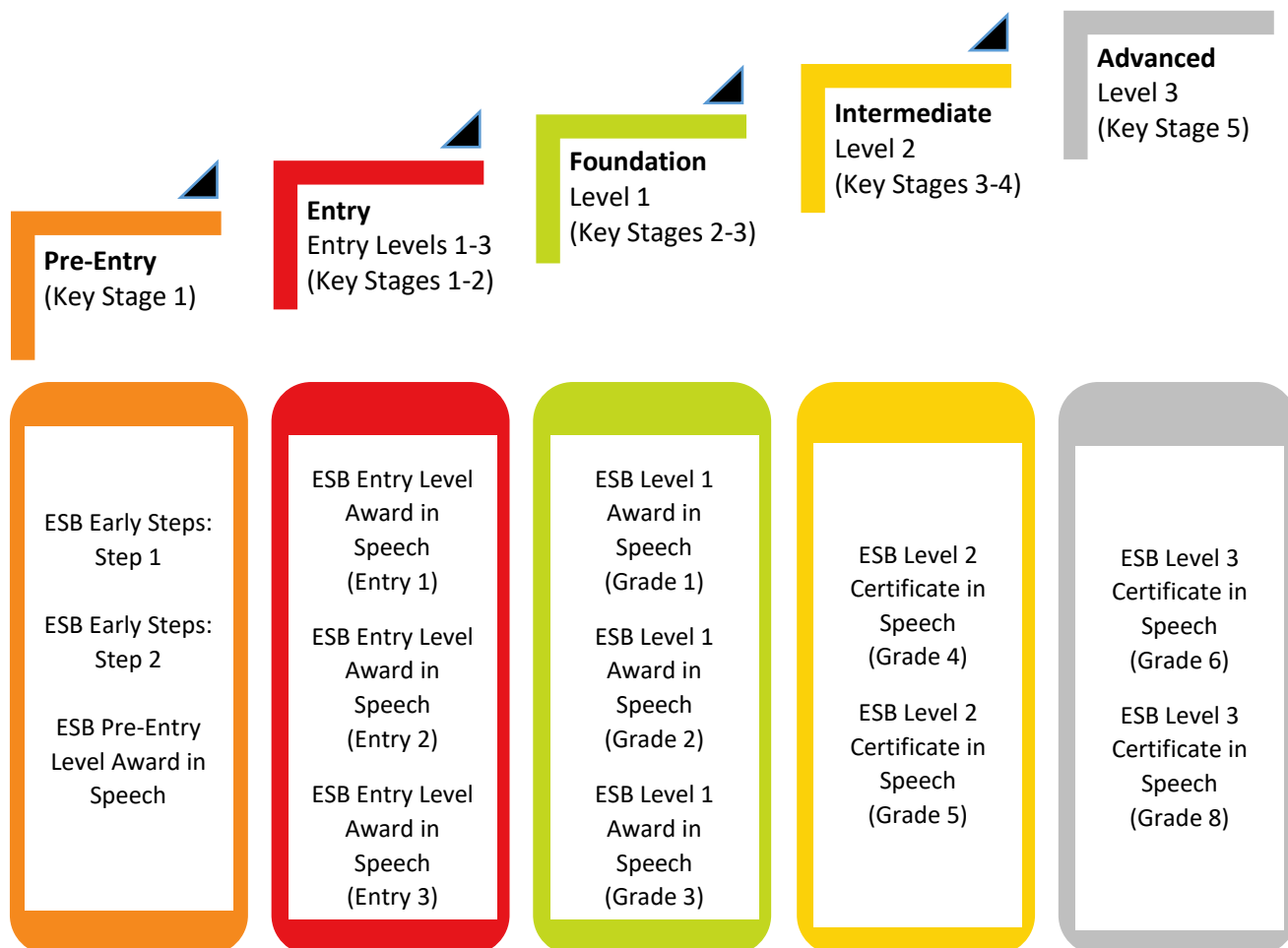
Reasonable Adjustments

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.

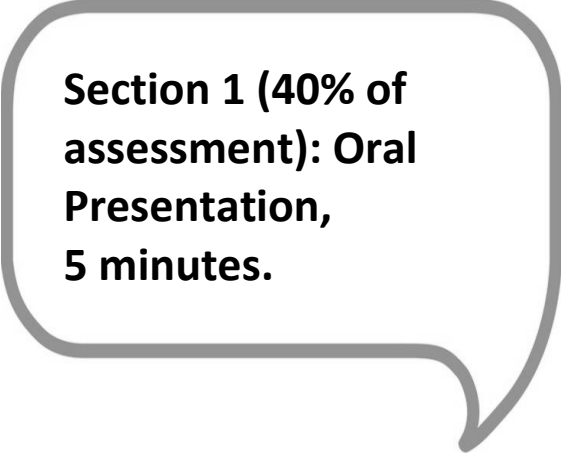
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

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 deliver a presentation on a researched subject of their choice. In doing so, they should use both quantitative and qualitative evidence, and present personal conclusions.

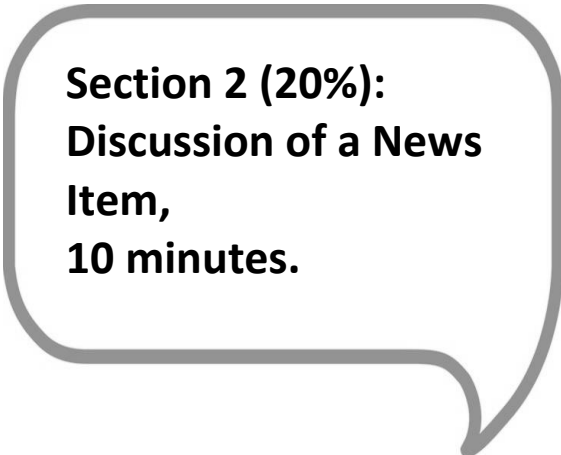
Example topics are: *To What Extent is Social Media Damaging Young People?*; *Exploring the Theme of Platonic Love in the Films of Hayao Miyazaki*; or *Ancient Greece vs The Golden Age of Islam: Who Made a Bigger Impact?*

They should support their talk with a digital presentation.

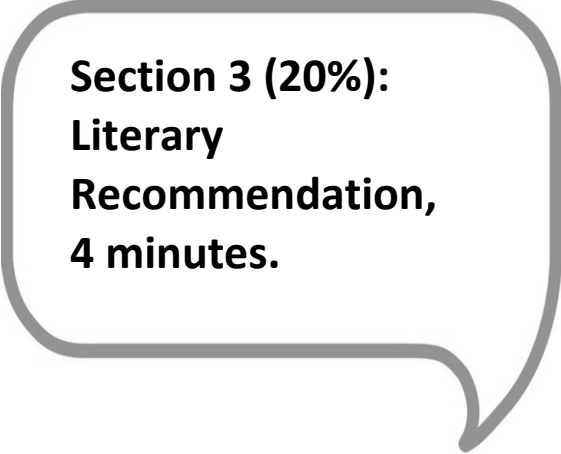
Learners lead a discussion based on an article from a quality online or paper-based news source.

They give an introductory summary, identify the style, bias and issues raised, and offer an opinion on those issues.

They conclude by summarising the opinions of the group.



Section 2 (20%): Discussion of a News Item, 10 minutes.



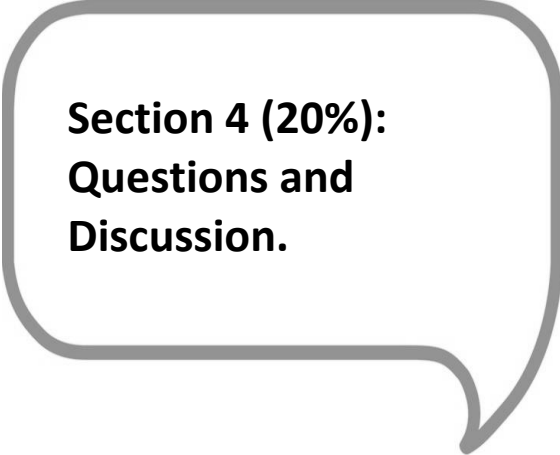
**Section 3 (20%):
Literary
Recommendation,
4 minutes.**

Learners provide a literary recommendation of a novel, biography, drama, poetry, or public address.

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

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 8) has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Employ appropriate integrated vocal resources to engage the audience in a performance which shows a sense of ownership.	1.1 Perform with a sense of ownership of the material, indicating evidence of research. 1.2 Consciously integrate knowledge, understanding and skills in a secure and sustained performance.
2	Respond with authority and mature understanding to the quality, form and content of the material being presented.	2.1 Demonstrate an understanding of the material. 2.2 Demonstrate authority and control through relevant preparation.
3	Adopt and sustain a role and effectively convey complexity of meaning.	3.1 Combine skilful and appropriate use of voice and body to engage the audience wholeheartedly. 3.2 Demonstrate a discriminating and sensitive personal interpretation of the material, which conveys complexity and range of meaning.

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 and Time	A planned presentation, with clear beginning and ending, to minimum stated time.	Evidence of varied methods of research used to good effect in a clear and well-ordered structure. No more than 30 seconds over given time limit.	Structure enhances understanding, information selected for time limits.	Evidence of varied methods of research used to good effect in a structure which enhances understanding.	Concise and disciplined structure.
Style	Speaks without over-reliance on notes, memorisation or PowerPoint.	Makes some good use of notes.	Efficient use of notes, natural approach.	Efficient use of notes, natural and assured approach.	Subtle use of notes, poised.
Voice and Speech	Speech clear and audible, controls pace.	Speech clear and audible, with some variety of pace used for effect.	Voice has some vitality. Uses varied pace and pause.	Voice has vitality. Variety of pace and use of pause used for good effect. Delivery fairly fluent.	Self-assured, fluent delivery.
Content	Subject has suitable substance for level. Includes evidence of research. Some conclusions drawn.	Subject has suitable substance for level. Includes evidence of focused research. Some conclusions drawn.	Shows focused research and depth of knowledge. Draws evidence based conclusions.	Shows focused research and depth of knowledge. Draws evidence based and well-considered conclusions.	Effective depth of information and insightful conclusions. Thoughtful, relevant introduction and ending.
Use of Supportive Material	Supportive material illustrates information.	Supportive material illustrates information well.	Supportive material used purposefully to assist with detail.	Supportive material used purposefully to assist with detail and enhance the speech.	Integrated and confident use of supportive material.
Communication	Shows some awareness of audience and occasion.	Shows good awareness of audience and occasion.	Appropriate register. Involves listeners to share interest.	Appropriate and assured use of language engages listeners.	Confident and assured, shares views with authority, apt and mature use of language.

Section 2 Discussion of a News Item Time: 1+2+7 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of Material	Suitable choice appropriate to Level 3, to minimum stated time.	Suitable choice for time limit.	Considered choice, information selected for time limits.	Considered choice, information selected for time limits, with good coverage of the topic.	Mature choice, disciplined use of time.
Introduction	Outlines article and bias.	Outlines article, key issues and bias.	Identifies key issues and style or bias.	Identifies key issues, style and bias.	Succinct summary of article.
Voice and Speech	Speech clear and audible. Controls pace.	Speech clear and audible, with some variety of pace used for effect.	Voice has some vitality. Uses varied pace and pause.	Voice has vitality. Variety of pace and use of pause used for good effect. Delivery fairly fluent.	Self-assured, fluent delivery.
Content and Post-Discussion Summary	Some evidence of prior research. Brief statement of views expressed during discussion.	Evidence of prior research. Considered statement of views expressed during discussion.	Clear evidence of additional research. Summarises debate and draws conclusions.	Clear evidence of additional research. Summarises debate with a considered statement of views and draws conclusions.	Thoroughly and selectively researched. Concise perceptive analysis, with reference to main contributions.
Leading a Discussion	Opens discussion with own views. Maintains flow by asking relevant questions.	Develops answers from knowledge and research. Maintains flow of discussion by asking for ideas and opinions.	States discussion topic clearly, with personal viewpoint / opinions. Extends debate by ongoing analysis of responses.	Full, fluent responses extend discussion. Maintains group focus. Engages well with group.	Challenges thinking with considered ideas and opinions. Controls pace and group dynamics.

Section 3: Literary Recommendation Time: 4 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of Material	Appropriate choice with meaning to the learner	Suitable choice of some substance.	Thoughtful choice.	More challenging selection.	Challenging piece.
Evaluation	Recommendation with brief reference to text or context.	Recommendation with reference to text or context.	Fuller introduction, giving thoughtful, concise evaluation.	Fuller introduction, giving thoughtful, concise evaluation and comment.	Focused evaluation, with personal recommendation.
Memorisation or Reading	Clear familiarity with text but needs constant reference.	Clear familiarity with text but needs frequent reference.	Confidently spoken, with regular text support.	Confidently spoken, with some text support.	Securely memorised or subtle reference to text.
Delivery/Voice/Face	Voice audible and clear, using vocal and facial expression.	Voice audible and clear, appropriate phrasing.	Appropriate phrasing, pace and pause.	Appropriate phrasing, good use of pace and pause.	Free and fluent delivery.
Interpretation/Communication	Concentrates on the metre or structure.	Conveys the meaning of the text well.	Creates and conveys mood.	Creates and conveys mood with good audience awareness.	Sense of spontaneity with sensitivity to text and audience.

Section 4: Questions and Discussion	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Response to Questions and Challenges	Some ability to respond to challenges.	Responds well to challenges.	Fuller, fluent responses drawn from own understanding or experience.	Fluent responses show good engagement with the topic material.	Mature responses develop topic material, showing excellent communication skills.
Questioning	Able to use open, apposite questions.	Maintains flow of discussion by giving ideas and opinion.	Analytical questions from personal interest.	Questions promote further understanding.	Challenges thinking with perceptive questions. Pertinent questions contribute to pace and group dynamics.
Listening Skills	Listens attentively.	Listens in an engaged and attentive manner.	Supportive of others.	Supportive of others, positive and helpful.	Listens encouragingly.
Taking part in the Group	Contributes to discussion when asked directly. Supports speakers with relevant questions and comment when encouraged.	Maintains flow of discussion by giving ideas and opinions. Makes a good contribution to discussion.	Maintains flow of discussion and group focus by own ideas and opinions. Engages with group and modifies own ideas if necessary.	Engages well with group and modifies own ideas if necessary.	Full participation in group. Offers own ideas and supportive comments.
General	Quietly receptive member of the group.	Positive and receptive member of the group.	Encouraging attitude to rest of group.	Encouraging attitude to rest of group, shows positive engagement.	Positive, helpful and courteous throughout.

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ESB reserves the right to change products and services periodically. Every effort has been made to ensure that information contained in publications is fully accurate at the time of going to press, however, our latest versions of all publications / policies are to be found on our website www.esbuk.org

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