



Group  
Speaking

# ESB Entry Level Award in Group Speaking

(Entry 3)

**Unregulated**



## Changes from Version 1

Change made	Page
ESB amended to English Speaking Board (International) Ltd	4
Accreditation information updated	5
Email address updated to product@esbuk.org	back cover

# Table of Contents

Table of Contents..... 3

Introduction ..... 4

Qualification Profile ..... 5

Assessment Overview ..... 6

Glossary..... 7

Qualification Progression..... 8

Assessment Guidance ..... 8

Qualification Criteria ..... 8

Guidance for Teachers ..... 8

Reasonable Adjustments ..... 8

Grading Criteria..... 8

## Introduction

English Speaking Board (International) Ltd (ESB International) promotes and assesses spoken English in a wide range of educational centres: primary and secondary schools, further and higher education establishments, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB International offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB International is a charitable organisation which was founded in 1953 to pioneer the practice and assessment of oral communication and to recognise its fundamental importance to education.

ESB International has grown into an international organisation assessing extensively in the UK, Europe, Far East and West Indies.



## Qualification Profile

**Unit Aim** - The ESB Entry Level Award in Group Speaking (Entry 3) is an unregulated qualification, which promotes oracy and is designed to develop learners' speaking, reading, listening and responding skills. The qualification can help to prepare learners to undertake the ESB Level 1 Award in Group Speaking, which is regulated by Ofqual, Qualifications Wales (QiW) and the Council for the Curriculum, Examinations and Assessment (CCEA).

The overall aim of the qualification is to promote clear, effective, confident oral communication and responses within a participating group of at least 6 children. Graded Assessments are mapped to the statutory requirements for Spoken Language in the National Curriculum.

<b>ESB Entry Level Award in Group Speaking (Entry 3)</b>	
<b>Assessment method</b>	<i>External Assessment</i>
<b>Accreditation</b>	<i>The ESB Entry Level Award in Speech (Entry 3) is an unregulated qualification.</i>
<b>Grading</b>	<i>Pass, Good Pass, Merit, Merit Plus, Distinction- all endorsed</i>
<b>Total Group Time</b>	<i>18 Minutes</i>
<b>Credit value</b>	<i>2</i>
<b>Guided learning hours (GLH)</b>	<i>20</i>
<b>Total Qualification Time (TQT)</b>	<i>25</i>
<b>Age range</b>	<i>7-10</i>
<b>Target Group</b>	<i>Indicative age is 7 – 10 , Years 2 to 5 but this is not prescriptive; the assessment may be taken by younger or older candidates</i>
<b>Quality Assurance</b>	<i>To ensure quality assurance throughout the assessment process, ESB carries out moderation and standardisation activities with its assessment team.</i>
<b>Prior knowledge, skills and understanding</b>	<i>This qualification is standalone. There is no <b>prior learning</b>, other qualification or units a learner must have completed prior to enrolling on ESB Entry Level Award in Group Speaking (Entry 3).</i>

## Assessment Overview

**Group Speaking Entry 3 – All tasks take place as a participating group with a minimum of six candidates. All sections are compulsory for the group.**

<p><b>Group Speaking Entry 3</b> <b>18 Minutes</b></p>	<p><b>Section 1: Speaking from memory (not self composition) Time: 7-8 Minutes</b> Own choice. Speak from memory a poem chosen by the group. Say the title and the poet's name first and give a detailed reason for the choice.</p>	<p><b>Section 2: Telling a story Time: 7-8 Minutes</b> Own choice of prose from memory. Say the title and author's name first and explain what makes the story interesting.</p>	<p><b>Section 3: Listening and Responding Time: 2-3 Minutes</b> At the end of the presentation be prepared to answer brief questions from the assessor on one of the group's choice.</p>
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## Glossary

<b>Level</b>	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the Regulated Qualifications Framework (RQF).
<b>Credit value</b>	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
<b>Guided learning hours (GLH)</b>	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner-initiated private study, preparation and marking of formative assessment is not taken into account.
<b>Total qualification time (TQT)</b>	TQT is an estimate of the number of hours a learner will reasonably be likely to spend in preparation and study and assessment time which is directed by the teacher but not supervised.
<b>Learning outcomes</b>	The learning outcomes are the most important component of the unit. They set out what is expected in terms of knowledge, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
<b>Assessment criteria</b>	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place.
<b>Indicative content</b>	Provides guidance and advice on the key words.

## Qualification Progression

### ESB Entry Level Award in Group Speaking (Entry 2)

- Usually taken in Year Groups 1 -3
- Indicative Ages 6 - 8

### ESB Entry Level Award in Group Speaking (Entry 3)

- Usually taken in Year Groups 2 - 5
- Indicative Ages 7- 10

### ESB Level 1 Award in Group Speaking

- Usually taken in Year Group 5 - 9
- Indicative Ages 10 - 14



## Assessment Guidance

The ESB Group Speaking Grades have been created for a number of learners and are designed to encourage an imaginative and enjoyable exploration of verse and prose in a group setting. Although there is a minimum requirement of six learners there is no upper limit and ESB encourages whole group entries of different ages and abilities. These grades are a good introduction to ESB's Graded Speaking Examinations and help to build confidence and team work as well as enabling progression to our other Junior and Senior Grades.

The qualification is externally assessed and quality assured by ESB. The assessment is based on each individual meeting the learning outcomes and assessment criteria. The assessment process and outcome is independent but the tutor is encouraged to sit in as part of the audience.

The assessor assesses each group in turn, in the presence of the other groups, as appropriate. The assessor provides general oral feedback to the group at assessment. The ESB assessor also provides a specific written report for each group on each aspect of the assessment, with guidance, where needed, for future progress. These reports are returned to the centre following assessment.

## Qualification Criteria

<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>
1	Introduce and recite a poem (not a self composition) from memory	1.1 Make an appropriate choice and theme for the group 1.2 Introduce the poem with detailed reasons for the choice 1.3 Commit the words to memory 1.4 Use vocal and facial expression 1.5 Share the mood and spirit of the poem harmoniously and imaginatively 1.6 Interact with the whole group
2	Introduce and share a story or piece of prose from memory	2.1 Make a challenging and appropriate choice of prose and theme for the group 2.2 Introduce the story detailing what makes it interesting for the group 2.3 Commit the words to memory 2.4 Use vocal and facial expression 2.5 Share with the audience imaginatively using appropriate staging and effects
3	Speak clearly and with projection	3.1 Speak using variation of pitch 3.2 Speak using variation of pace 3.3 Speak using variation of pause 3.4 Speak using variation of tone and colour 3.5 Speak using variation of volume 3.6 Speak using good projection 3.7 Share voices harmoniously
4	Be able to answer questions about both of the choices	4.1 Give detailed answers 4.2 Give lively answers 4.3 Behave positively and courteously as a group throughout

## Guidance for Teachers

### 1. Choose a consistent theme.

When preparing for the assessment, we recommend discussing different themes with the group and encouraging them to choose a theme they are really interested in. There are no restrictions in terms of choosing a theme, but examples you may like consider include: Fairy tales; Monsters; Schools; Family; Holidays; Travel; Nature; The Weather and Food.

### 2. The group will be able to introduce and recite a poem from memory related to chosen theme.

Help the group choose a poem that they will enjoy performing (not a self composition). This poem (narrative, lyrical, dramatic or humorous) should be flexible enough to incorporate many different voices. We recommend reading the poem a few times before they practise it, so they have a good understanding of its flow.

When the group practises the poem, place pupils in smaller groups, so that you can create an orchestra of different voices! Play with the use of repetition and include changes of pace, pitch, pause and volume. In addition, encourage gesture and movement where appropriate. However, try not to create unnecessary groups. As a rule of thumb, we suggest that one small grouping of pupils would speak a direct and indirect speech in a line. Using the example of Little Red Riding Hood, a pupil/smaller group would continuously say: "I'll huff and I'll puff and I'll blow your house down" said the wolf".

Take care not to interpret 'Group Speaking' to mean 'Unison Speaking' as the effect of a whole class speaking a whole poem together can feel monotonous.

Subsequently, look for the natural divisions within the poem. Is it:

- A question and answer style?
- A narrative with a refrain?
- An obvious division with a number of different characters?
- A sequential story which will require a sequence of groups to tell it, one after the other? A poem that requires an accumulation of voices to match the cumulative effect of the poem?

**Please turn over**

In effect, the divisions in the poem should shape the arrangement of the pupils into smaller groupings. Returning to the orchestra analogy, don't be afraid to use your hands to 'conduct' the group to indicate the natural flow of the words, in order to avoid an over labouring of the metre.

Finally, don't forget the introduction to the poem! Encourage the group to say why they like it, and what makes interesting to them. This will help the group give an enthusiastic introduction, which captures the attention of listeners. Please provide a copy of the poem for the assessor.

### **3. The group will be able to introduce and retell a story from memory related to the chosen theme.**

Help the group choose a piece of prose that is interesting to the listener and at a key point in the story. We suggest a story that contains a wide variety of characters and different voices that the group can bring to life, as well as the narration. Examples of stories you might wish to retell could include: King Midas; Bluebeard; The Grasshopper and the Ants; The Tortoise and the Hare; or another Aesop's Fable.

Allow the group to use improvisation to help them devise their own interpretation of the story. Look at the possibility of using props, subtle costumes (hats, canes and scarves), percussion instruments and movement to bring the piece to life. However, avoid using masks as this limits vocal projection and hinders facial expression/audience contact.

### **4. Speak clearly and loudly**

Ask the group to project their voices firmly and confidently to a point at the back of the room. In particular, we encourage the group to breathe from the diaphragm as good breath control will help the voice to carry. The aim is for the group to speak clearly and with enthusiasm, varying the pitch, pace, tone and volume as a way to make the delivery interesting. But, don't be tempted to increase the pace or include a sudden burst of volume if it's not related to the piece.

Remember to include use of pause for effects (such as suspense) and pick out key phrases to emphasise. However, don't promote over-emphasis for effect. Allow the thought and feeling to be conveyed over whole phrases, not isolated words.

### 5. Use of facial expression

Play some games to encourage facial expression. A particularly good game is to choose an emotion (such as excited, nervous or grumpy) and ask the group to express these emotions through facial expression on a scale from 1-10. You can then ask the group to use these facial expressions to the poetry/prose speaking to help convey the mood and meaning to the audience.

### 6. Encourage the group to work as a team

Divide the group up into smaller groups (say 3 or 4) to discuss their chosen theme, poetry, and piece of prose. Hold a Q&A session on what makes this a good theme/poem/prose and encourage pupils to ask open-ended questions. This will help prepare the group for questions from the assessor and help them give natural and enthusiastic responses.

## 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 examination. In order to make an application for a reasonable adjustment, centres should email [customer@esbuk.org](mailto:customer@esbuk.org) as soon as they book an examination. For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2019/12/ESB-POL-10-Reasonable-Adjustments-and-Special-Considerations-Policy-v4.pdf>

## Grading Criteria

Each assessment section (e.g. the *Section 1 Speaking from Memory*) contains a set of grading criteria that are mapped to the learning outcomes and assessment criteria. Each criterion has a numerical weighting that is determined by the worth of the assessment section (e.g. *Section 1 Speaking from Memory* is worth 42% of the assessment, *Section 2 Telling a Story* is worth 42% and *Listening and Responding* is worth 16%). As part of the development process, subject specialists agreed on the relative weightings of criteria and sections.

During an assessment, an ESB assessor will review a learner's performance in all three sections. The assessor will apply the grading criterion that most accurately matches the learner's performance in that section. For instance, the assessor will examine the learner's performance in relation to each criterion (e.g. *Voice/Delivery* in the *Section 1 Speaking from Memory*) and allocate one of the following grades:

- Unsuccessful
- Pass
- Good Pass
- Merit
- Merit Plus
- Distinction.

In all three sections, each criterion is equally weighted. For example, in *Section 1*, the criterion for *Interpretation in Merit* contains an equal weighting to the criterion for *Group Collaboration in Merit*. When a learner has finished the assessment, an ESB assessor will complete a report form which will use the weightings to calculate an overall grade. Candidates can attain one of the following overall grades:

- Unsuccessful
- Pass
- Good Pass
- Merit
- Merit Plus
- Distinction

Our assessments aim to promote clear, effective and confident oral communication amongst all learners. The assessment model is compensatory. If a learner is *Unsuccessful* in a specific criteria or a number of criterion, they can receive an overall *Pass* if they achieve a higher grade in a different criterion or group of criteria.

<b>Section 1 Time: 7-8 Minutes</b>	<b>Pass</b>	<b><i>Good Pass</i></b>	<b>Merit</b>	<b><i>Merit Plus</i></b>	<b>Distinction</b>
<b>Choice of Material and Introduction</b>	The group gives title and poet. Appropriate choice.	The group gives title and poet with brief reasons for choice or theme. Appropriate choice of poem and theme.	The group gives title and poet with brief reasons for choice or theme. A good choice of poem and theme with some opportunity for effective grouping and allocation of voices.	The group gives title and poet with fuller reasons for choice and theme and some reference to the text. A thoughtful choice with good opportunity for effective grouping and allocation of voices.	The group gives title and poet with detailed reasons for choice and theme with clear reference to the text. A challenging choice with excellent opportunity for effective grouping and allocation of voices.
<b>Memory</b>	The group remembers lines with two prompts.	The group remembers lines with one prompt.	The group remembers words securely. No prompts required, but some hesitation.	The group remembers words securely with clear concentration.	The group remembers words with total security.
<b>Voice/Delivery</b>	Audible voices with clarity of diction.	Audible voices with clarity of diction and projection.	Audible voices with clarity of diction, projection together with variation of pace, pitch, tone and colour.	Audible voices with clarity of diction, good projection together with variation of pace, pitch, tone and colour and facial expression.	Audible and lively voices harmoniously blended throughout the performance using a variety of vocal range and full facial expression.
<b>Interpretation</b>	The group concentrates on metre or structure.	The group is beginning to convey mood of the piece.	The group mostly conveys mood of the piece.	The mood of the piece is conveyed with understanding by the group.	The mood of the piece is conveyed with understanding and enthusiasm and an imaginative delivery by the whole group.

<b>Section 1</b> <b>Time: 7-8 Minutes</b>	<b>Pass</b>	<b><i>Good Pass</i></b>	<b>Merit</b>	<b><i>Merit Plus</i></b>	<b>Distinction</b>
<b>Communication</b>	The group shows some audience awareness.	The group is mostly audience aware.	The group is audience aware.	The group is audience aware and makes good eye contact.	The whole group is sensitive to the audience and engages them.
<b>Group Collaboration</b>	The group is beginning to focus.	The group works with focus some of the time.	The group works with focus most of the time.	The group works with good focus, timing and with sensitivity.	The whole group works with total focus and cohesion throughout and shows excellent team effort.



<b>Section 2 Time: 7-8 Minutes</b>	<b>Pass</b>	<b>Good Pass</b>	<b>Merit</b>	<b>Merit Plus</b>	<b>Distinction</b>
<b>Choice of Material and Introduction</b>	The group gives title and author. Appropriate choice.	The group gives the title and author with brief reasons for choice or theme. Appropriate choice of poem and theme.	The group gives the title and author with brief explanation of choice or theme. A good choice of prose and theme with some opportunity for effective grouping and allocation of voices.	The group gives the title and author with fuller explanation of choice and links between themes and sets story in context. A thoughtful choice with good opportunity for effective grouping and allocation of voices.	The group gives the title and author with detailed explanation and reference to choice and theme as well as setting story in clear context. A challenging choice with excellent opportunity for effective grouping and allocation of voices.
<b>Memory</b>	The group remembers lines with two prompts.	The group remembers lines with one prompt.	The group remembers words securely. No prompts required, but some hesitation.	The group remembers words securely with clear concentration.	The group remembers words with total security.
<b>Voice / Delivery</b>	The group is beginning to use a range of vocal dynamics.	The group uses a range of vocal dynamics some of the time.	The group uses a range of vocal dynamics with either some technical or artistic control some of the time.	The group uses a range of vocal dynamics with some technical and artistic control and some appropriate facial expression most of the time.	The group uses a range of vocal dynamics with appropriate technical and artistic control and appropriate facial expression throughout.
<b>Interpretation</b>	Meaning and mood are mostly conveyed by the group.	Meaning and mood are conveyed by the group appropriately.	Meaning and mood are conveyed by the group with some special effects to enhance the piece appropriately.	Meaning and mood are conveyed by the group effectively with special effects and good staging.	The whole group retells the story enthusiastically bringing it to life, with effective staging and some interesting special effects.
<b>Communication</b>	The group shows some audience awareness.	The group is mostly audience aware.	The group is audience aware.	The group is audience aware and makes good eye contact.	The whole group is sensitive to the audience and engages them.
<b>Group Collaboration</b>	The group demonstrates a collaborative approach.	The group has begun to collaborate together.	The group works with collaboration most of the time.	The group works with good collaboration, timing and with sensitivity.	The whole group works with total collaboration and cohesion throughout and shows excellent team work.

<b>Section 3</b> <i>Time: 2-3 Minutes</i>	<b>Pass</b>	<b>Good Pass</b>	<b>Merit</b>	<b>Merit Plus</b>	<b>Distinction</b>
<b>Listening Skills</b>	Some of the group listen and understand most questions asked.	Most of the group listen and understand most questions asked.	The group listens and understands all questions asked.	The group listens with concentration and understands all questions.	The group listens with full concentration and understands all questions fully.
<b>Responding to questions</b>	Only a few members of the group respond to questions asked with brief responses.	Several members of the group respond to questions with good answers.	Most of the group are keen to respond with thoughtful answers.	The group is responsive to questions asked with full answers.	The group is keen to answer questions asked with enthusiasm and full detailed answers.
<b>Taking part in the group</b>	Some of the group participate.	Most of the group participate.	All of the group participate.	The group participates with enthusiasm.	The group participates with enthusiasm and sensitivity to other group members.

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