

# **English Speaking Board (International) Ltd.**

Entry Level Award in Preparing for  
Performing within a Team (Entry 2)  
600/2968/7





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Changes from previous versions	Reason
<p>More detail on qualification content and assessment</p> <p>Assessment criteria reworded:</p> <p>1.1 Present information clearly, 1.2 Speak audibly and with interest, 1.3 Share with enthusiasm, and 1.4 Relate topic to their own involvement and interest are now</p> <p>1.1 Present information clearly, and</p> <p>1.2 Describe their involvement with interest and enthusiasm.</p> <p>2.1 Design a poster, 2.2 Produce a poster, 2.3 Explain why the poster is effective, and 2.3 Share their enthusiasm with listeners are now</p> <p>2.1 Design and produce a poster that communicates information, and</p> <p>2.2 Talk about the poster and why it is effective.</p> <p>4.1 Listen very carefully to others, 4.2 Answer questions helpfully, 4.3 Show genuine interest, 4.4 Ask clear questions, and 4.5 Be positive when listening to others taking their turn are now</p> <p>4.1 Demonstrate good listening skills,</p> <p>4.2 Ask and answer questions in the group, and</p> <p>4.3 Support the communication of other members of the group.</p>	Review of qualification

## ***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 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.



## ***Introducing Building Confidence in Communication Qualifications***

ESB International Building Confidence in Communication products develop the oracy and communication of learners who do not have a qualification at Level 1 or above. These qualifications can be taught to learners over 16 years of age who have special educational needs and disabilities. These learners may have an Education, Health and Care (EHC) plan or receive Special Educational Needs (SEN) support and be based in either mainstream or specialist centres.

By developing oracy and communication skills, this suite of products can help remove barriers to learning by enabling access to a wide range of curricula, building relationships and a sense of belonging, and developing self-esteem and a positive self-identity. It also encourages autonomy and self-advocacy, and facilitates the fulfilment of potential.

There are a total of 14 qualifications in the Building Confidence in Communication product suite. These qualifications run between Entry 1 and Entry 3, and are regulated by The Office of Qualifications and Examinations Regulation (Ofqual):

- ESB Entry Level Award in Communicating with Art (Entry 1) 600/3618/7
- ESB Entry Level Award in Communicating with Drama (Entry 1) 600/3596/1
- ESB Entry Level Award in Communicating with Music (Entry 1) 600/3620/5
- ESB Entry Level Award in Communicating with Others (Entry 1) 501/0140/7
- ESB Entry Level Award in Developing Independent Communication Skills (Entry 1) 501/0186/9
- ESB Entry Level Award in First Steps in Communicating with Others (Entry 1) 501/0143/2
- ESB Entry Level Award in Independent Communication Skills (Entry 1) 501/0142/0
- ESB Entry Level Award in Oral Communication with Others (Entry 1) 501/0138/9
- ESB Entry Level Award in Introducing Oral Skills for Interviews (Entry 1) 601/8415/2
- ESB Entry Level Award in Developing Oral Interview Skills (Entry 2) 501/0136/5
- ESB Entry Level Award in Oral Communication in the Community (Entry 2) 501/0187/0
- ESB Entry Level Award in Preparing for Performing Within a Team (Entry 2) 600/2968/7
- ESB Entry Level Award in Oral Interview Skills (Entry 3) 501/0188/2
- ESB Entry Level Award in Reading to a Child (Entry 3) 600/8164/8

All the teaching and learning for these qualifications should take place within a classroom environment, which means that the Guided Learning Hours (GLH) equate to the Total Qualification Time (TQT). There are 30 GLH for Entry 1 qualifications, 40 GLH for Entry 2 qualifications, and 50 GLH for Entry 3 qualifications.

All the qualifications listed above are assessed via a 20-minute assessment taken in a group. Learners can receive one of the following grades: Unsuccessful or Pass.

## Qualification Progression

ESB International Building Confidence in Communication products run from Entry 1 to Entry 3 and offer progression to learners who wish to develop their oracy and communication skills for independent living and social interaction, self-expression via the arts, and interviews and the workplace. Please see the table below:

Communication for Independent Living and Social Interaction	Communication via the Arts	Communication for Interviews and the Workplace
ESB Entry Level Award in Developing Independent Communication Skills (Entry 1)	ESB Entry Level Award in Communicating with Art (Entry 1)	ESB Entry Level Award in Introducing Oral Skills for Interview (Entry 1)
ESB Entry Level Award in First Steps in Communicating with Others (Entry 1)	ESB Entry Level Award in Communicating with Music (Entry 1)	ESB Entry Level Award in Developing Oral Interview Skills (Entry 2)
ESB Entry Level Award in Communicating with Others (Entry 1)	ESB Entry Level Award in Communicating with Drama (Entry 1)	ESB Entry Level Award in Oral Interview Skills (Entry 3)
ESB Entry Level Award in Independent Communication Skills (Entry 1)	ESB Entry Level Award in Preparing for Performing within a Team (Entry 2)	
ESB Entry Level Award in Oral Communication with Others (Entry 1)		
ESB Entry Level Award in Oral Communication in the Community (Entry 2)		
ESB Entry Level Award in Reading to a Child (Entry 3)		

## **ESB Entry Level Award in Preparing for Performing within a Team (Entry 2)**

ESB International believes that communication takes many forms, and that some people prefer to express themselves through artistic media such as art, music or drama. For those who find linguistic communication more challenging, using creative arts can be a less daunting way to develop confidence in their oral communication skills.

The qualifications in this suite identify a range of communication skills that might be needed when participating in artistic activities and encourage learners to build confidence and competence as they progress from Entry 1 to Entry 2.

The ESB Entry Level Award in Preparing for a Performing in a Team (Entry 2) is designed to promote learners' independence and confidence in a social context by developing their speaking and listening skills via the medium of drama and shared performance. As part of the qualification, learners will be able to:

- Talk about planning a performance
- Design, produce and talk about a poster for a show
- Take part in a group performance
- Show support to others in a group.

<b>Qualification Information</b>	
<b>Accreditation Information</b>	Ofqual Number: 600/2968/7 Ofqual Start Date: 1 <sup>st</sup> September 2011
<b>Qualification Objective</b>	Promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners.
<b>Assessment Method</b>	This qualification is assessed via an external, oral assessment. It is quality assured by English Speaking Board (International) Ltd.
<b>Prior knowledge, Skills and Understanding</b>	This qualification is standalone. There is no prior learning, other qualification or unit a learner must have completed prior to enrolling on this qualification.
<b>Quality Assurance</b>	To ensure quality assurance throughout the assessment process, ESB International carries out moderation and standardisation activities with its assessment team.
<b>Total Individual Assessment Time</b>	20 minutes
<b>Total Qualification Time (hours)</b>	40
<b>Guided Learning Hours</b>	40
<b>Grading</b>	Learners can achieve one of the following grades: <ul style="list-style-type: none"> <li>• Unsuccessful</li> <li>• Pass</li> </ul>

## ***Assessment Overview***

The assessment is divided into four sections:

1. **Talk about planning a performance** – Learners tell the assessor and the group about how they would help to plan a performance. They may select and talk about three of the following: selecting a show, casting, rehearsals, dress rehearsals, make-up, or costume.
2. **Design, produce and talk about a poster for a show** – Learners create a poster and explain to the assessor and the group why they chose to use the words, graphics, colours, and design.
3. **Take part in a group performance** – Learners perform together. The performance can be any genre - mime, drama, music, song, or dance.
4. **Show support to others in a group** – Learners ask and answer questions together. They listen to other members of the group and support and encourage each other.

## ***Support for Teachers and Centres***

There is a bank of classroom resources to support this qualification at <https://esbuk.org/web/online-resources/building-confidence-in-communication-resources/>. These include lesson plans, audio, video, PowerPoint presentations, games and activities. They are grouped into three categories: everyday interaction, giving a presentation and fine-tuning the message. Each resource suggests ways of isolating and practising individual aspects of interactive situations (e.g. asking and answering questions, demonstrating good listening skills, and expressing emotions). They can be adapted and differentiated for students working at different levels. There are also some tips on inclusive practice in the classroom.

For more information about the qualifications or resources, please email [product@esbuk.org](mailto:product@esbuk.org).



## 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 Entry Level Award in Preparing for a Performing within a Team (Entry 2) has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>
1	Talk about planning a performance.	1.1 Present information clearly. 1.2 Describe their involvement with interest and enthusiasm.
2	Design, produce and talk about a poster for a show.	2.1 Design and produce a poster that communicates information. 2.2 Talk about the poster and why it is effective.
3	Take part in a group performance.	3.1 Communicate positively with an audience during a performance. 3.2 Work cooperatively within a group during a performance. 3.3 Express the mood of a performance piece.
4	Demonstrate good listening skills, supporting the communication of others in the group.	4.1 Demonstrate good listening skills. 4.2 Ask and answer questions in the group. 4.3 Support the communication of other members of the group.

## 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>

## ***Development of Speaking and Listening***

The content and assessment of this qualification follow the Regulated Qualifications Framework Entry 2 knowledge descriptor, where Entry 2 learners have basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks, and know the steps needed to complete simple activities. ESB Building Confidence in Communication qualifications at Entry 2 identify four stages of development:

1. **Developing:** the learner does not consistently respond to direct questions or indicate comprehension, either verbally or non-verbally.
2. **Emerging:** The learner can indicate that they understand what is said to them and may be able to respond to a limited degree, without elaborating or taking the initiative in communication. Both Developing and Emerging correspond to an Unsuccessful grade.
3. **Established:** The learner can show understanding and answer questions more fully, beyond 'yes / no' responses, and can respond to questions and complete familiar and rehearsed tasks and activities, with occasional prompting or support. This corresponds to a Pass.
4. **Consolidated:** The learner can show understanding and consistently answer questions with full and informative responses and respond to questions and complete familiar tasks and activities without prompting. This corresponds to a Good Pass. A Very Good Pass indicates that the learner can answer questions fully, giving additional information and details, complete familiar tasks and activities, and check understanding and ask questions.

## ***Grading Criteria***

Each assessment section, e.g. Section 1 – Be able to talk about planning a performance, contains a set of grading descriptors that are mapped to the learning outcomes and assessment criteria. During an assessment, an ESB International assessor will review a learner's performance in all four sections. For each section and assessment criterion, the assessor will apply the descriptor that most accurately matches the learner's performance. In doing so, the assessor will allocate one of the following grades:

- Unsuccessful
- Pass
- Good Pass
- Very Good Pass

When a learner has finished the assessment, the assessor will complete a report form in which a final grade will be awarded. A learner can achieve a Pass or an Unsuccessful result. If a learner is Unsuccessful in one section, they can still pass if they achieve higher grades across the remaining three sections. If a learner is Unsuccessful in more than one section, they cannot achieve a Pass. Learners who achieve to a high standard can receive a Certificate of Excellence with their Certificate. Learners who have tried hard but do not succeed in passing the assessment can receive a Certificate of Endeavour.

## **ESB Entry Level Award in Preparing for a Performing within a Team (Entry 2) Descriptors**

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>1.1 Present information clearly.</b>	The learner does not consistently respond to direct questions, and does not always indicate comprehension, either verbally or non-verbally.	The learner shows awareness of the topic and the task but is not sufficiently well prepared to complete it.	The learner is able to deliver a talk outlining how they planned and prepared for the performance. The delivery is audible and clear enough to be easily understood by a sympathetic listener.	The learner delivers a clearly-structured talk on the topic. The learner checks the delivery is clearly audible and uses emphasis and gives details.	The learner delivers a clearly-structured talk on the topic. The delivery is audible, and the learner uses emphasis, voice and/or eye contact to engage the audience, and checks their understanding.
<b>1.2 Describe their involvement with interest and enthusiasm.</b>			The learner describes what they did, expressing interest through adjectives and description, with occasional prompting or support.	The learner describes what they did with some details, engaging the audience by using their voice, eye contact or body language to express interest and enthusiasm.	The learner describes what they did in detail, interacting with the audience by using their voice, eye contact and/or body language to express interest and enthusiasm.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>2.1 Design and produce a poster that communicates information.</b>	There is little evidence of awareness of the topic or the task.	The poster communicates some information, using words, graphics, colours, or overall design, but important information is missing or unclear.	The poster communicates most of the relevant information, using words, graphics, colours, or overall design.	The poster communicates all relevant information, with effective use of words, graphics, colours, or overall design.	The poster communicates all relevant information fully, with very effective use of words, graphics, colours, and overall design.
<b>2.2 Talk about the poster and why it is effective.</b>		The learner shows awareness of the topic and the task but is not sufficiently well prepared to complete it.	The learner describes what they did, expressing interest through adjectives and description, with occasional prompting or support. They talk about some aspects of their choice of words, graphics, colours, and overall design.	The learner describes what they did with some details, engaging the audience by using their voice, eye contact or body language to express interest and enthusiasm. They talk about their choice of words, graphics, colours, and overall design.	The learner describes what they did in detail, interacting with the audience by using their voice, eye contact and/or body language to express enthusiasm. They talk about their choice of words, graphics, colours, and overall design in detail.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>3.1 Communicate positively with an audience during a performance.</b>	There is little engagement with the audience.	The learner shows awareness of the audience but does not engage with it throughout.	The learner shows that they are aware of the audience throughout the performance.	The learner engages the audience by using their voice or eye contact or body language.	The learner engages the audience by using their voice, eye contact where possible, and body language.
<b>3.2 Work cooperatively within a group during a performance.</b>	The learner does not cooperate with the group.	The learner shows awareness of the group and sometimes works with others.	The learner works with the group with occasional prompting, reminders, or support.	The learner shows respect and works with others to complete the activity without prompting.	The learner takes an active role and supports others to complete the activity.
<b>3.3 Express the mood of a performance piece.</b>	The learner does not participate.	The learner takes on a role or expresses the mood of the piece to a limited extent.	The learner takes on a role and contributes to the mood of the piece with occasional support.	The learner takes on one or more roles and communicates the mood of the piece without support.	The learner takes on one or more roles and very effectively communicates the mood of the piece without support.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>4.1 Demonstrate good listening skills.</b>	The learner does not demonstrate that they are listening to others.	The learner seems to be listening to others but not reacting appropriately.	The learner demonstrates that they are listening to others, nodding, or smiling at the right moments.	The learner demonstrates good listening skills by responding appropriately, both verbally and non-verbally.	The learner demonstrates very good listening skills, responds appropriately, and can clarify for others.
<b>4.2 Ask and answer questions in the group.</b>	The learner does not ask or answer any questions.	The learner asks and/or answers questions in the group, but they are either not timely or not relevant to the topic.	The learner answers questions when asked but asks only very simple questions in return.	The learner asks a range of questions within the group discussion, and answers fully when asked something.	The learner asks and answers questions within the group discussion, showing awareness of other people's opinions and experiences.
<b>4.3 Support the communication of other members of the group.</b>	The learner does not show any awareness of the needs of others.	The learner does not wait for others to speak or reacts inappropriately to errors or mistakes.	The learner waits for others to take their turns and shows respect for their opinions.	The learner shows patience and respect to others and encourages them to speak.	The learner shows patience and respect to others, and occasionally helps them to express their ideas (e.g. by helping them find a word).



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