

English Speaking Board (International) Ltd.

Entry Level Award in Communicating
with Drama (Entry 1)
600/3596/1



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Changes from previous versions	Reason
More detail on qualification content and assessment	Review of qualification
Learning outcomes and assessment criteria re-worded: AC1.1 Respond positively, verbally or non-verbally is now AC1.1 Understand and respond to the instructions for the warm-up, verbally or non-verbally. AC2.1 Become a character, animal or living being is now AC2.1 Represent a character, animal or other living being within a context given by the assessor. AC2.2 Answer questions with or without spoken language is now AC2.2 Answer simple questions about their experience. AC3.1 Join in a group activity is now AC3.1 Participate in rehearsals and perform their part and AC3.2 Answer simple questions about their experience. LO4 Take part in a formal “Goodbye” is now LO4 Take part in a formal theatrical farewell. AC4.1 Respond in an acceptable way, showing interest, using verbal or non-verbal actions is now AC4.1 Play their part in a group or individual bow or curtsy, showing awareness of the whole audience.	

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 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 the 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 a Performing in 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 Communicating with Drama (Entry 1)

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 Communicating with Drama (Entry 1) is designed to promote learners' independence and confidence in a social context by developing their speaking and listening skills via the medium of drama. As part of the qualification, learners will be able to take part in:

- A drama/warm-up game
- An improvisation
- A drama activity
- A formal goodbye.

Qualification Information	
Accreditation Information	Ofqual Number: 600/3596/1 Ofqual Start Date: 01/11/2011
Qualification Objective	Promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners.
Assessment Method	This qualification is assessed via an external, oral assessment. It is quality assured by English Speaking Board (International) Ltd.
Prior knowledge, Skills and Understanding	This qualification is standalone. There is no prior learning, other qualification, or unit a learner must have completed prior to enrolling on this qualification.
Quality Assurance	To ensure quality assurance throughout the assessment process, ESB International carries out moderation and standardisation activities with its assessment team.
Total Individual Assessment Time	20 minutes
Total Qualification Time (hours)	30
Guided Learning Hours	30
Grading	Learners can achieve one of the following grades: <ul style="list-style-type: none">• Unsuccessful• Pass

Assessment Overview

The assessment takes place in a group of six learners, and is divided into four sections:

1. **Take part in a drama/warm-up** – Learners take part in any type of drama warm-up activity or game. These can be vocal warm-up exercises, breathing exercises or in any warm-up games e.g. rolling a ball and introductions, crossing a circle, or movement warm-up games.
2. **Improvisation** – Learners take part in a group or solo improvisation and tell the group about it, e.g., at the beach, at the college disco, going shopping, a character or an animal. They may then answer questions about their improvisation.
3. **Take part in a prepared drama activity** – Learners play an active role in a performance piece that they have rehearsed with others. They may then answer questions about their experience. It could be a role-play, short play, or mime. The activity can be led by either a tutor or support worker, and members of the group should take turns.
4. **Take part in a formal theatrical farewell** – Learners take part in an individual or group bow or curtsy, which acknowledges the whole audience and uses verbal or non-verbal actions.

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.

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 Communicating with Drama (Entry 1) 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	Take part in a drama warm-up activity/game.	1.1 Understand and respond to the instructions for the warm-up, verbally or non-verbally.
2	Take part in an improvisation.	2.1 Represent a character, animal or other living being within a context given by the assessor. 2.2 Answer simple questions about their experience.
3	Take part in a prepared drama activity.	3.1 Participate in rehearsals and perform their part. 3.2 Answer simple questions about their experience.
4	Take part in a formal theatrical farewell.	4.1 Play their part in a group or individual bow or curtsy, showing awareness of the whole audience.

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 1 knowledge descriptor, recognising that learners are on a continuum ranging from elementary achievements, to beginning to make use of knowledge and understanding that relate to the subject or immediate environment. ESB Building Confidence in Communication qualifications at Entry 1 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 recognise the nature of the interaction but does not participate appropriately or accurately. Both Developing and Emerging correspond to an Unsuccessful grade.
3. **Established:** A learner at this stage indicates that they comprehend what is said to them and can respond appropriately, either verbally or non-verbally, to a limited degree, without elaborating or taking the initiative. This corresponds to a Pass.
4. **Consolidated:** A learner can take turns and initiate some of the communication by asking some simple questions or volunteering ideas or observations. This corresponds to a Good Pass. A Very Good Pass indicates that the learner is more confident and can initiate communication with the assessor and group and move the interaction along.

Grading Criteria

Each assessment section, e.g. Section 1 – Take part in a drama warm up activity/game, 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.

Entry Level Award in Communicating with Drama (Entry 1) 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
1.1 Understand and respond to the instructions for the warm-up, verbally or non-verbally.	The learner does not respond to the activity.	The learner can follow the actions but does not respond appropriately, even when prompted.	The learner can follow the directions and interact with others in the group non-verbally or verbally, with prompting. Some support may be required.	The learner can take an active part in the activity or game, interacting both verbally and non-verbally with others.	The learner can take an active part in the activity or game, enthusiastically and independently, and comment on their experience or suggest modifications.
2.1 Represent a character, animal or other living being within a context given by the assessor.	The learner does not respond in any way to suggestions about a character or context to represent.	The learner can represent a character but not in the clearly defined context given.	The learner can represent a character in the clearly defined context given, communicating some ideas with prompting or support.	The learner can represent a character in the clearly defined context given, communicating some ideas and thoughts through that medium.	The learner can communicate a range of ideas and thoughts through the representation of the character in the context.
2.2 Answer simple questions about their experience.	The learner does not respond to questions.	The learner understands that a question has been asked, but does not respond appropriately, even when prompted.	The learner can answer questions about what they did, either non-verbally or using one-word answers.	The learner gives informative responses to questions and communicates some information about what they did, using several sentences or a range of non-verbal means.	The learner gives full responses to questions and communicates clearly about the experience.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
3.1 Participate in rehearsals and play their part.	The learner does not play a role in the performance.	The learner recognises the activity but does not join in appropriately even when prompted.	The learner plays a role in the rehearsals, with prompting, and may not acknowledge the role of others.	The learner plays a role in the activity, showing awareness of and working with others most of the time.	The learner plays a role throughout the rehearsals, showing awareness of and encouraging others in their roles.
3.2 Answer simple questions about their experience.	The learner does not respond to questions.	The learner understands that a question has been asked, but does not respond appropriately, even when prompted.	The learner can answer questions about what they did, either non-verbally or using one-word answers.	The learner gives informative responses to questions and communicates some information about what they did, using several sentences or a range of non-verbal means.	The learner gives full responses to questions and communicates clearly about the experience.
4.1 Play their part in a group or individual bow or curtsey, showing awareness of the audience.	The learner shows no response to a farewell.	The learner recognises that a farewell is required, but does not react appropriately, even with support.	The learner recognises that a farewell is required and responds simply but appropriately, e.g., by waving, or saying 'bye'. Some support may be required.	The learner recognises that a farewell is required and joins in the group/individual bow or curtsey without prompting.	The learner recognises that a farewell is required, joins in the group/individual bow or curtsey, and adds an individual element (comment or gesture).

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