

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

Entry Level Award in Communicating  
with Music (Entry 1)  
600/3620/5





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| <b>Changes from previous versions</b>   | <b>Reason</b>           |
|---|-------------------------|
| More detail on qualification content and assessment   | Review of qualification |
| <p>Assessment criteria re-worded:</p> <p>1.1 Listen to the music and sing/head turn/head lift/smile/eye flicker or any intended response in their special way is now<br/>1.1 Listen to the music and respond.</p> <p>2.1 Clap, sing or play a percussion instrument is now<br/>2.1 Clap, sing or play a percussion instrument of their choice, and 2.2 Answer a simple question about their choice of instrument.</p> <p>3.1 Stay in the room whilst an activity is happening and 3.2 Play a percussion instrument as part of a group are now<br/>3.1 Play a percussion instrument as part of a group or demonstrate engagement as an audience member, and<br/>3.2 Show appreciation when the music ends, and answer simple questions about their experience.</p> <p>4.1 Sing/head turn/head lift/smile/eye flicker or any intended responses in their special way is now<br/>4.1 Respond to a music stimulus when saying “Goodbye” to peers, tutors, or support staff.</p> |                         |

## ***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 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.



## ***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 a Performance 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 Music (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 Music (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 music. As part of the qualification, learners will be able to:

- Join in with a song of greeting
- Play or respond to a percussion instrument
- Take part in a musical activity
- Respond to a musical farewell.

| <b>Qualification Information</b>                 |  |
|--|--|
| <b>Accreditation Information</b>                 | Ofqual Number: 600/3620/5<br>Ofqual Start Date: 01/11/2011   |
| <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>          | 30   |
| <b>Guided Learning Hours</b>                     | 30   |
| <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 takes place in a group of six learners, and is divided into four sections:

1. **Be able to participate in a greeting song** – Learners can listen, sing, move their hands, heads, or any body parts to communicate a greeting with their peers.
2. **Be able to select and play or respond to a percussion instrument** – Learners can select any percussion instrument (voluntarily or with help) to keep in time to the music or stimulus. The voice can also be used as an instrument, or the learner can clap or beat time.
3. **Be part of an audience/band and show awareness and appreciation of a musical activity** – Learners take part in a musical activity and show their interest by singing, beating, clapping, signing, or showing a positive awareness of the performance taking place e.g. a percussion band, a signing choir etc.
4. **Be able to indicate that they are aware that someone has said a musical “Goodbye” to them** – Learners can listen, sing, move their hands, heads, or any body parts to communicate their “Goodbyes” to tutors, teachers, support staff and their peers.

## ***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 Communicating with Music (Entry 1) has the following learning outcomes and assessment criteria:

| Learning Outcomes<br><i>The learner will be able to:</i> |   | Assessment Criteria<br><i>The learner can:</i>  |
|--|---|---|
| 1  | Participate in a greeting song.   | 1.1 Listen to the music and respond.  |
| 2  | Select and play or respond to a percussion instrument.                          | 2.1 Clap, sing or play a percussion instrument of their choice.<br>2.2 Answer a simple question about their choice of instrument.   |
| 3  | Be part of an audience/band and show awareness of a musical activity.           | 3.1 Play a percussion instrument as part of a group or demonstrate engagement as an audience member e.g. by tapping, nodding or clapping in time to the music.<br>3.2 Show appreciation when the music ends and answer simple questions about their experience. |
| 4  | Indicate that they are aware that someone has said a musical "Goodbye" to them. | 4.1 Respond to a music stimulus when saying "Goodbye" to peers, tutors, or support staff.   |

## 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 – Participate in a greeting song, 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 Music (Entry 1) Descriptors**

| Assessment Criteria  | Developing Stage  | Emerging Stage   | Established Stage  | Consolidated Stage   |  |
|--|---|--|--|--|--|
|  | Unsuccessful<br>Features of Pass grades are absent, or            |  | Pass   | Good Pass  | Very Good Pass   |
| <b>1. Be able to participate in a greeting song.</b>                   | The learner does not join in a song of greeting.                  | The learner can communicate that they have understood the song is a greeting, e.g., by smiling or shifting gaze, but does not join in appropriately. | The learner can join in with parts of the song, mark time with their hands or body or do appropriate actions, with prompting or support.     | The learner can join in the song in chunks or sections.  | The learner can join in all the song, or respond musically afterwards (e.g. by repeating a phrase or two).   |
| <b>2.1 Clap, sing or play a percussion instrument of their choice.</b> | The learner does not respond to invitation to play an instrument. | By smiling or moving, the learner shows awareness of a musical activity but does not participate.  | The learner chooses an instrument and/or responds to the musical stimulus by clapping, beating, or making sounds, with prompting or support. | The learner chooses an instrument and plays or responds in time to the musical stimulus, by clapping, beating, singing, or making vocal sounds for most of the activity. | The learner chooses an instrument and plays or responds enthusiastically and in time to the musical stimulus, by clapping, beating, singing, or making vocal sounds. |
| <b>2.2 Answer a simple question about their choice of instrument.</b>  | The learner does not respond to questions.                        | The learner understands that a question has been asked, but does not respond appropriately, even with prompting.                                     | The learner can say which instrument they chose either non-verbally or using one-word answers. Some support may be required.                 | The learner can explain their choice of instrument.  | The learner can explain their choice of instrument and elaborate on their experience.  |
| Assessment Criteria  | Developing Stage  | Emerging Stage   | Established Stage  | Consolidated Stage   |  |

|   | Unsuccessful<br>Features of a Pass grade are absent, or |  | Pass   | Good Pass  | Very Good Pass  |
|---|---|--|--|--|---|
| <b>3.1 Play a percussion instrument as part of a group or demonstrate engagement as an audience member (e.g. by tapping, nodding, clapping in time to the music).</b> | The learner does not participate in the activity.       | By smiling or moving, the learner shows awareness of a musical activity.                                   | The learner sings, beats, claps, or moves to join in with a band, a signing choir or any other musical activity when prompted.                   | The learner plays or responds in time to music, by clapping, beating, singing, or making vocal sounds for most of the activity.        | The learner plays or responds in time to the music, by clapping, beating, singing, or making vocal sounds, throughout the activity. |
| <b>3.2 Show appreciation when the music ends and answer simple questions about their experience.</b>  |   | The learner does not respond to questions appropriately, even with support.                                | The learner can show appreciation non-verbally and answer questions either non-verbally or using one-word answers. Some support may be required. | The learner can show appreciation and describe how they felt about the music and the performance.                                      | The learner can show appreciation and enthusiasm and describe in some detail how they felt about the music and the performance.     |
| <b>4. Be able to indicate that they are aware that someone has said a musical “Goodbye” to them.</b>  | The learner does not respond to a farewell.             | The learner recognises that a farewell has been said, but does not react appropriately, even with support. | The learner recognises that a farewell has been said, responds simply but appropriately, e.g., saying ‘goodbye’. Some support may be required.   | The learner recognises that a farewell has been said, and responds appropriately, without prompting, using the same words or gestures. | The learner recognises that a farewell has been said, responds appropriately and adds their own actions or farewell.                |



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