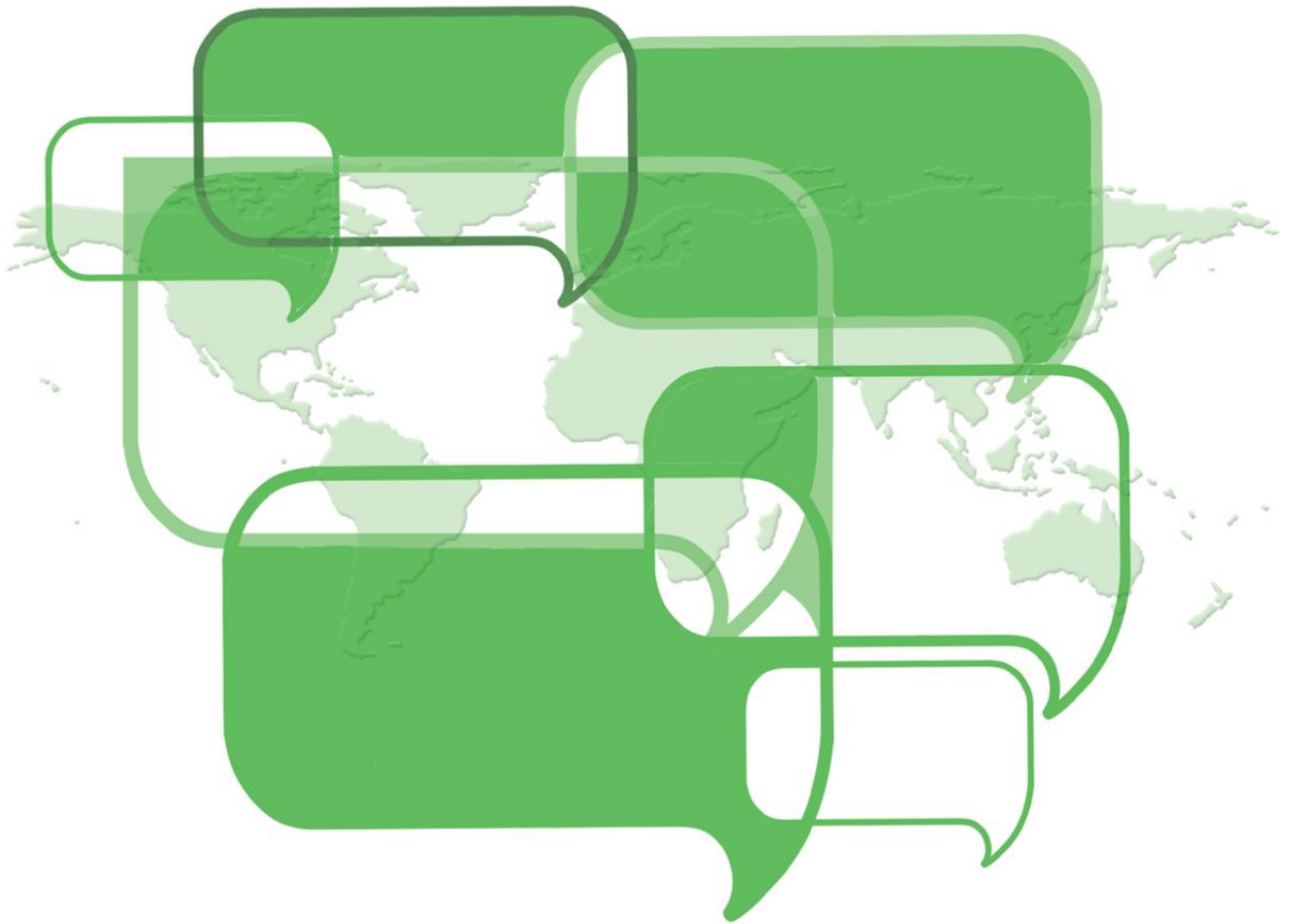


English Speaking Board (International) Ltd.



ESB Level 1 Award in Speech (Grade 2)



These specifications cover the four pathways in the ESB Level 1 Award in Speech (Grade 2):
Speech to Connect,
Speech to Inform,
Speech to Perform, and
Speech for Employability.

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Changes from Version 3

Change made	Page
Why oracy matters for you page inserted	6
Bubbles hyperlinked to pathway in-document	7
Link to resources added	7
Qualification aim changed to objective	8
Proposed removed	8
Reasonable adjustments information updated	9
Qualification Progression page updated	10
Standard English page inserted	11
Grading criteria page updated and renamed 'assessment and grading'	12
National Curriculum pages updated	16, 27, 37, 48
Assessment Overviews updated	14, 25, 35, 46
Contact details updated	Back cover

Changes from Version 4

Change made	Page
References to Qualifications Wales removed	8, 10

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 presentations, reading, and speaking by heart.
- 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 talks, poetry, spoken song lyrics, prose, drama 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:

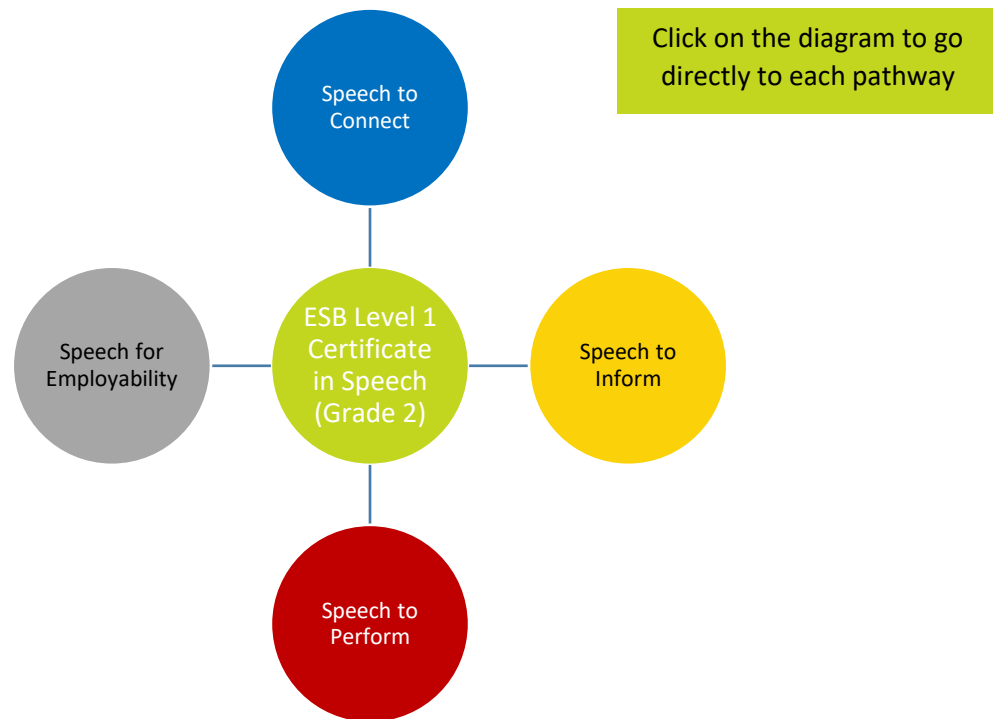
- are evaluated on their listening and interrogative skills with each other as well as the assessor;
- develop their skills amongst peers, enabling a supportive environment which research suggests can be effective in reducing stress and anxiety around public speaking (Raja, 2017; Akin, C., & Kunzman, 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).

ESB Level 1 Award in Speech (Grade 2) – Speech Pathways

The ESB Level 1 Award in Speech (Grade 2) is a pathway-based qualification which is designed to promote oracy, speaking and listening. As shown in the diagram below, learners can choose one of the following pathways to obtain the qualification:



Each pathway can help learners to clearly structure and communicate information, support ideas with valid opinions, and ask questions that deepen knowledge and understanding of a topic. These skills support both cognitive and personal development, which are needed to ensure learners fulfill their potential.

Through these four pathways, the qualification allows learners to develop their communication skills in a way that suits them, drawing on their strengths and interests. For example, it can support learners who wish to:

- broaden their understanding of a curriculum topic in a subject of their choice;
- explore an interest in current affairs;
- develop a love for literature and perform poetry and prose;
- perform a self-composition; **or**
- investigate a specific career that is of interest to them.

A range of teaching resources are available to centres on our website. Follow [this link](#) for a sample.

The qualification is predominantly aimed at Key Stage 3. The target learner group is Year 7 students (indicative age 11-12 years old) but this is not prescriptive: the assessment may be taken by younger and older learners.

Qualification Information	
Accreditation Information	Regulated by Ofqual 603/6757/X. Start date: 01/01/2021.
Qualification Objective	The overall objective of the qualification is to promote clear, effective, confident oral communication and responses within a participating group of between 4 and 8 learners.
Assessment Method	Assessments take place in groups of 4-8 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 unit a learner must have completed prior to enrolling on ESB Level 1 Award in Speech (Grade 2).
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	13 minutes
Total Qualification Time (hours)	80
Guided Learning Hours	18
Grading	Learners can achieve one of the following grades: <ul style="list-style-type: none"> • Unsuccessful • Pass • Good Pass • Merit • Merit Plus • Distinction

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

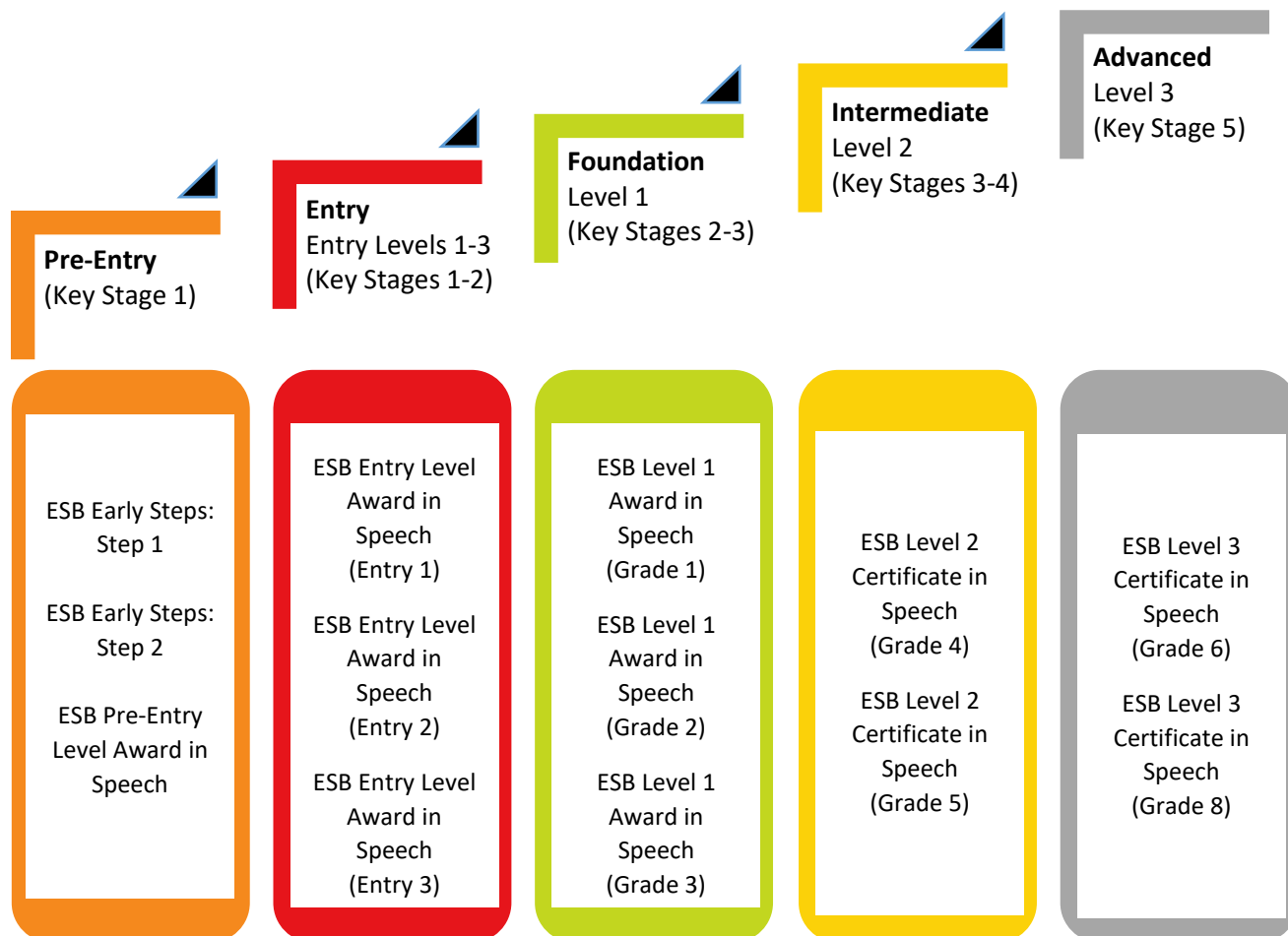
Reasonable Adjustments

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 on access arrangements, please see our Reasonable Adjustments and Special Considerations Policy [here](#).

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 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 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.

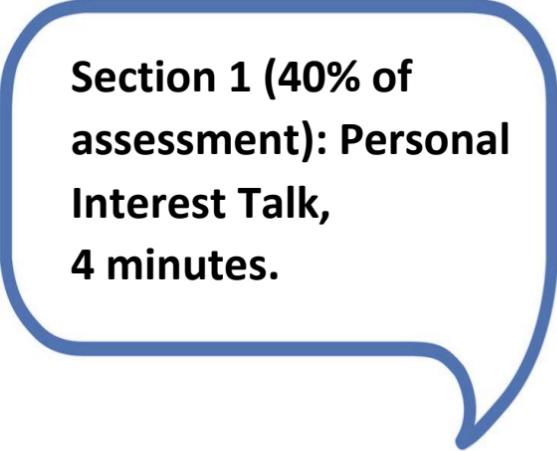
Below is a table that outlines the assessment sections of each pathway:

Pathway	Section 1 (40%)	Section 2 (20%)	Section 3 (20%)	Section 4 (20%)
Speech to Connect	Personal Interest Talk: Learners deliver a talk with knowledge and enthusiasm on an activity or topic of personal interest.	Speaking by Heart: Learners introduce and present a piece of poetry, spoken song lyric, prose, or drama.	Reading to listeners: Learners prepare 12-13 pages (containing dialogue) of a book, from which the assessor will choose an extract to be read aloud.	Listening, Responding and Exchanging Views: Learners participate in a group discussion by asking and responding to questions.
Speech to Inform	Curriculum talk: Learners deliver a talk with knowledge and enthusiasm on a curriculum topic in any subject.	Present a News Story: Learners adopt the role of a television reporter 'on the scene' and present a real news story.	Present an Argument: Learners present an argument about a topical local, national or global issue and communicate it to the group and the assessor.	
Speech to Perform	Performance Talk: Learners deliver a talk with knowledge and enthusiasm on any aspect of the performing arts.	Perform a Published Work: Learners introduce and present a published piece from a recognised writer (poetry, prose, monologue or song lyrics).	Create and Present a Spoken Piece: Learners create their own spoken piece in a form of their choice, which may be read or recited. This may be a poem/lyrics; storytelling; or a piece of devised drama.	
Speech for Employability	Employability Talk: Learners deliver a talk with knowledge and enthusiasm on a famous or successful person in business or about a job or career that is of interest to them.	Take Part in an Interview: Learners take part in an interview with the assessor based on their Section 1 talk and CV.	Prepare and Deliver a Pitch: Learners prepare a business pitch and deliver it. This could be for an existing or an invented product or service.	

Speech to Connect

Assessment Overview

The assessment is divided into four sections:



Section 1 (40% of assessment): Personal Interest Talk, 4 minutes.

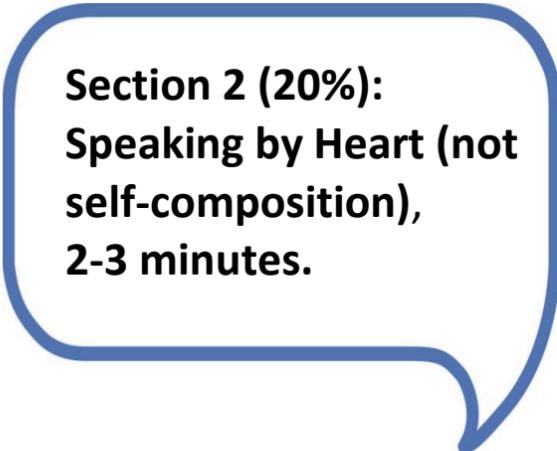
Learners deliver a talk with knowledge and enthusiasm on an activity or topic of personal interest.

For example, they may choose to talk about: *a sports or drama club; preparing or cooking a favourite dish; or living in another country.*

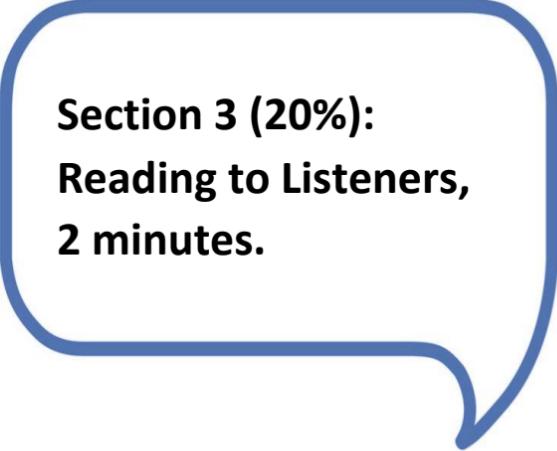
They should support their talk using relevant visual/audio material.

Learners begin by introducing their choice of poetry, spoken song lyric, prose, or drama. In doing so, they explain the reason(s) for their choice.

They should then present their memorised choice, sharing the content with the group and the assessor.



Section 2 (20%): Speaking by Heart (not self-composition), 2-3 minutes.



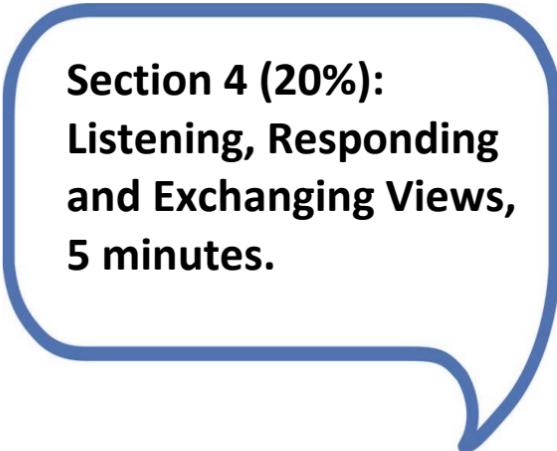
**Section 3 (20%):
Reading to Listeners,
2 minutes.**

Learners should prepare 12-13 pages (containing dialogue) of a book, from which the assessor will choose an extract to be read aloud.

They also introduce the book, placing their chosen section within the wider context of the story.

Learners listen and respond to questions from the group and the assessor in relation to the first three activities.

They should also actively contribute to the group discussion by asking questions and offering comments.



**Section 4 (20%):
Listening, Responding
and Exchanging Views,
5 minutes.**

National Curriculum Coverage

Speech to Connect

This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken English](#), [Reading](#) and [Writing](#) at Key Stage 3. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone activity. This qualification can also support the teaching of national curricula in English and Literacy in [Scotland](#), [Wales](#) and [Northern Ireland](#). (Ctrl+Click to follow the links below.)

Personal Interest Talk	<ul style="list-style-type: none">✓ Use Standard English in a range of formal and informal contexts✓ Give short speeches and presentations, expressing their own ideas and keeping to the point✓ Write for a wide range of purposes and audiences, including: notes and polished scripts for talks and presentations
Speaking by Heart	<ul style="list-style-type: none">✓ Rehearse and perform play scripts and poetry in order to generate discussion of language use and meaning✓ Use role, intonation, tone, volume, mood, silence, stillness and action to add impact
Reading to Listeners	<ul style="list-style-type: none">✓ Develop an appreciation and love of reading, and read increasingly challenging material independently✓ Use role, intonation, tone, volume, mood, silence, stillness and action to add impact
Listening, Responding and Exchanging Views	<ul style="list-style-type: none">✓ Participate in discussions, summarising or building on what has been said✓ Build secure foundations by using discussion to probe and remedy their misconceptions

Learning Outcomes and Assessment Criteria

Speech to Connect

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.

This **Speech to Connect** pathway has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Deliver a talk in relation to an activity or topic of personal interest, using audio and/or visual support.	1.1 Structure a talk of approximately 4 minutes. 1.2 Present a talk using notes if necessary. 1.3 State information based on own research. 1.4 Use clear or audible voice to communicate information in Standard English. 1.5 Show an awareness of the audience. 1.6 Use audio and/or visual support.
2	Speak a piece of published, creative English from memory.	2.1 Introduce the piece and provide a brief reason for choice with prompting if necessary. 2.2 Remember the piece, with prompting if necessary. 2.3 Speak the piece with concentration on metre and/or structure. 2.4 Show an awareness of the audience. 2.5 Use clear or audible voice with some vocal variety.
3	Read out a passage taken from 12-13 prepared pages of a chosen book.	3.1 Briefly introduce the context of the passage. 3.2 Read aloud with a clear or audible voice. 3.3 Read aloud fluently. 3.4 Show an awareness of the audience.
4	Listen, respond and exchange views.	4.1 Provide appropriate responses to questions. 4.2 Ask relevant questions based on someone else's work. 4.3 Offer own views in relation to own or someone else's work.

Grade Descriptors

Speech to Connect

Section 1: Personal Interest Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Structure	<p>The talk shows evidence of planning, with an introduction or conclusion, and body.</p> <p>The talk runs under or over 4 minutes by 1 minute.</p>	<p>The talk shows evidence of planning, with a partially clear introduction, body and conclusion.</p> <p>The talk runs under or over 4 minutes by 40 seconds.</p>	<p>The talk shows evidence of careful planning, with a clear introduction, body and conclusion.</p> <p>The talk adheres to a 4-minute time limit.</p>	<p>The talk shows evidence of careful planning, with a clear introduction, body and conclusion. There is originality at the start and end of the talk.</p> <p>The talk adheres to a 4-minute time limit.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion. There is originality and detail at the start and end of the talk.</p> <p>The talk adheres to a 4-minute time limit.</p>
Style	<p>The talk is entirely reliant on notes or memorised text.</p>	<p>The talk is mostly reliant on notes or memorised text.</p>	<p>The talk is mostly delivered naturally, with or without notes.</p>	<p>With the exception of one or two moments, the talk is delivered naturally throughout.</p>	<p>The talk shows a confident command of material and is delivered naturally throughout with or without notes.</p>
Voice and Speech	<p>There is clear or audible voice, with some hesitation or rushing.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice, with some hesitation or rushing.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried, and there is some use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice. Speech is unhurried. Content is well-paced, and there is regular use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice, with variations in pace, pitch and volume. Content is sensitively-paced, with a regular use of pause.</p> <p>Standard English is confidently used throughout.</p>

Section 1: Personal Interest Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Content	The talk shows evidence of some research. Content is appropriate. One or two points are briefly stated.	The talk shows evidence of some research. Content is appropriate. Three or more points are briefly stated.	The talk shows evidence of careful and selective research. Content is appropriate and some of it is well-explained.	The talk shows evidence of careful and selective research. Content is appropriate and most of it is well-explained.	The talk shows evidence of effective research and personal interest. Content is accurate, varied and put together with personal detail.
Visual/Audio Support	There is a heavy under or over reliance on audio-visual material.	There is some under or overreliance on audio-visual material.	There is a straightforward use of audio-visual material. Some of the material is well-referenced.	There is a straightforward use of audio-visual material. Most of the material is well-referenced.	There is an effective use of audio-visual material. Most of the material is well-referenced. Reference to this material fully engages listeners and enhances understanding.
Audience Awareness	There is: (1) evidence of sharing behaviour; and/or (2) some eye contact with the assessor and/or the group at the beginning and end of the talk.	There is some eye contact with the assessor and/or the group throughout the talk.	There is regular eye contact with the assessor and some of the group throughout the talk. There is an appropriate use of body language (facial expression, gesture, etc.).	There is regular eye contact with the assessor and all of the group throughout the talk. There is an appropriate use of body language (facial expression, gesture, etc.).	There is regular and confident eye contact with the assessor and all of the group throughout the talk. There is an appropriate, lively and confident use of body language (facial expression, gesture, etc.).

Section 2: Speaking by Heart (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	There is a brief introduction and reason for choice with prompting.	There is a brief introduction and reason for choice without prompting.	There is a well-developed introduction, with a thoughtful reason for choice.	There is a well-developed introduction, with two or more thoughtful reasons for choice.	There is a well-developed introduction, with two or more thoughtful reasons for choice. Introduction is communicated in an enthusiastic manner which awakens interest.
Memory	Lines are remembered mostly accurately with more than one prompt.	Lines are remembered mostly accurately with one prompt.	Words generally secure, no prompts required, but some hesitation /clear concentration.	Words and sense are secure, with minor hesitations.	Words and sense are secure, with no hesitation.
Interpretation	Interpretation focuses on metre or structure.	Interpretation partially creates and conveys mood or atmosphere.	Interpretation successfully creates and conveys mood or atmosphere.	Interpretation successfully conveys mood and atmosphere. There are moments of spontaneity.	Interpretation successfully conveys mood and atmosphere with a sense of spontaneity.

Section 2: Speaking by Heart (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Audience Awareness	Meaning is communicated using eye-contact.	Meaning is partially communicated to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama).	Meaning is mostly communicated to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama).	Meaning is mostly communicated to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama). There is some use of facial expression and/or body language.	Meaning is communicated fully and effectively to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama). There is confident and selective use of facial expression and/or body language.
Voice and Speech	Delivered with clear or audible voice.	Delivered with a clear and audible voice.	Delivered with clear and audible voice. There is some vocal variety and use of pause.	Delivered with clear and audible voice. There is regular vocal variety, use of pause and some variation of pace.	The piece is delivered in a free and fluent way. It is sensitively paced throughout, with effective use of pause and facial expression.

Section 3: Reading to Listeners (2minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Commentary	There is a short introduction to the reading, with title or author, which briefly touches on the context.	There is an introduction to the reading, with title and author, which provides a partially clear insight into the context of the passage.	There is a full commentary to the reading, which provides a clear insight into the context of the passage.	There is a full commentary to the reading, which engages listeners and provides a clear insight into the context of the passage.	There is a full commentary to the reading, which contains a mature analysis of the context of the passage. Interest is aroused by enthusiasm for the book.
Voice and Speech	Delivered with clear or audible voice.	Delivered with a clear and audible voice.	Delivered with clear and audible voice. There is some vocal variety and use of pause.	Delivered with clear and audible voice. There is regular vocal variety, use of pause and some variation of pace.	The piece is delivered in a free and fluent way. It is sensitively paced throughout, with effective use of pause.
Style	Text is read aloud fluently in some places.	Text is read aloud fluently in most places.	Text is read aloud fluently in an unhurried way. There is a contrast between narrative and dialogue.	Text is read aloud fluently and expressively with appropriate pace and timing. There is a contrast between narrative and dialogue. In places, characters are brought to life.	Text is read aloud fluently and expressively with sensitive pace and timing. There is a clear contrast between narrative and dialogue. Characters are brought fully to life.

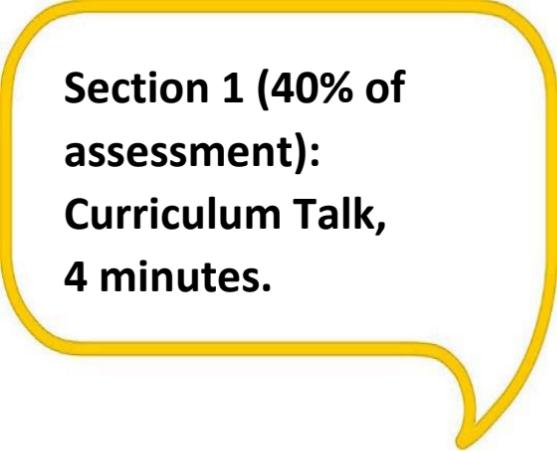
Section 3: Reading to Listeners (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Audience Awareness	There is some eye contact with the assessor and/or the group at the beginning and end.	There is some eye contact with the assessor and/or the group throughout the reading.	There is regular eye contact with the assessor, and some of the group. There is some facial expression.	There is regular eye contact with the assessor and all of the group throughout the reading. There is a consistent use of facial expression to enhance meaning.	There is regular and confident eye contact with the assessor and all of the group. There is a consistent and confident use of facial expression to enhance meaning.

Section 4: Listening, Responding and Exchanging Views (5 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Responding to Questions	There is evidence of satisfactory listening, with appropriate and brief responses to all questions.	There is evidence of satisfactory listening, with appropriate and partially developed responses to one or more question(s).	There is evidence of careful listening in most places, with appropriate and full responses to one or more question(s).	There is evidence of careful listening throughout, with appropriate and full responses to all questions.	There is evidence of effective listening throughout, with appropriate, full and confident responses to all questions.
Asking Questions	Asks one or two relevant, but closed questions with prompting.	Asks one or two relevant, but closed questions without prompting.	Asks one or two relevant and open questions without prompting, which seek additional information about the topic.	Asks three or more relevant and open questions without prompting, which seek additional information about the topic.	Asks one or two relevant and open questions without prompting, which are thought-provoking and challenge thinking.
Contributing to the Discussion	Makes one or two brief contributions, and takes part when prompted.	Makes one or two brief contributions, without prompting.	Makes one or two detailed contributions and engages positively with the group, without prompting.	Makes three or more detailed contributions and engages positively with the group, without prompting.	Makes one or two unprompted, detailed and original contributions to support the group, which develop understanding.

Speech to Inform

Assessment Overview

The assessment is divided into four sections:



**Section 1 (40% of assessment):
Curriculum Talk,
4 minutes.**

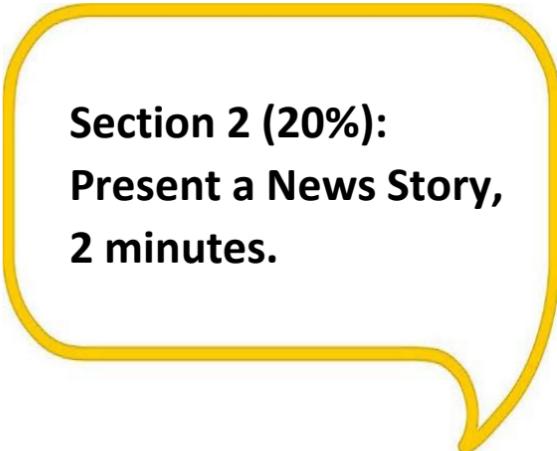
Learners deliver a talk with knowledge and enthusiasm on a curriculum topic in any subject.

For example, they may choose to talk about topics such as: *Women's Suffrage*; *A Region in Asia*; or *Magnetism*.

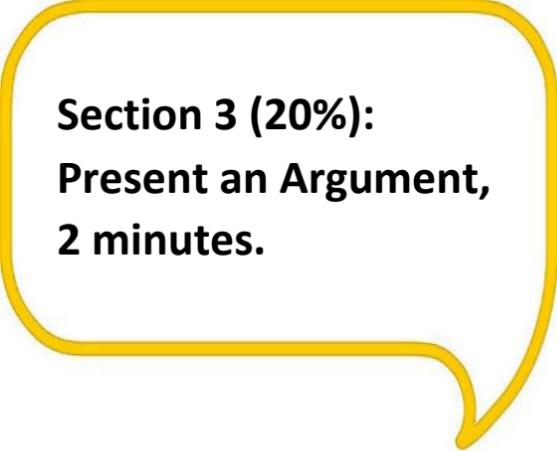
They should support their talk using relevant visual/audio material.

Learners adopt the role of a television reporter 'on the scene' and present a real news story, past or present, for 2 minutes.

Suitable topics on which to base a news story include: *Politics*; *Health*; *Technology*; and the *Environment*.



**Section 2 (20%):
Present a News Story,
2 minutes.**



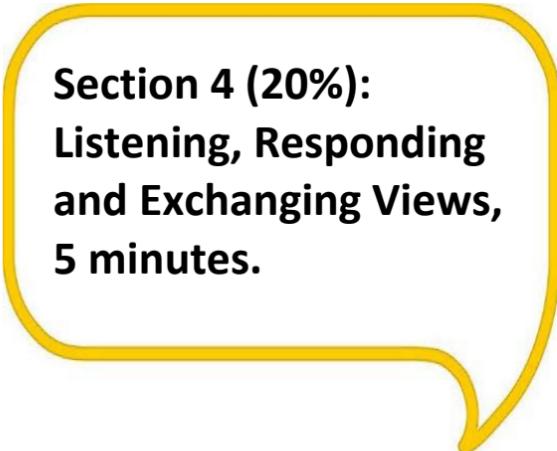
**Section 3 (20%):
Present an Argument,
2 minutes.**

Learners present an argument about a topical local, national, or global issue and communicate it to the group and the assessor.

Suitable subject matter includes: *Graffiti in the local area; Air Pollution; The Cost of Train Travel; Wind Farms – a Benefit or an Eyesore?; Representation of Disability in the Media; Do Activists Make a Difference?*

Learners listen and respond to questions from the group and the assessor in relation to the first three activities.

They should also actively contribute to the group discussion by asking questions and offering comments.



**Section 4 (20%):
Listening, Responding
and Exchanging Views,
5 minutes.**

National Curriculum Coverage

Speech to Inform

This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken English](#), [Reading](#) and [Writing](#) at Key Stage 3. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone activity. This qualification can also support the teaching of national curricula in English and Literacy in [Scotland](#), [Wales](#) and [Northern Ireland](#). (Ctrl+Click to follow the links below.)

Curriculum Talk	<ul style="list-style-type: none">✓ Use Standard English in a range of formal and informal contexts✓ Give short speeches and presentations, expressing their own ideas and keeping to the point✓ Write for a wide range of purposes and audiences, including: notes and polished scripts for talks and presentations
Present a News Story	<ul style="list-style-type: none">✓ Use role, intonation, tone, volume, mood, silence, stillness, and action to add impact✓ Write for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations✓ Use Standard English in a range of formal and informal contexts✓ Select and organise ideas, facts, and key points, and cite evidence, details and quotation effectively and pertinently for support and emphasis
Present an Argument	<ul style="list-style-type: none">✓ Use role, intonation, tone, volume, mood, silence, stillness and action to add impact✓ Draw on knowledge of rhetorical devices from reading and listening to enhance the impact of writing✓ Write for a wide range of purposes and audiences, including: notes and polished scripts for talks and presentations
Listening, and Responding and Exchanging Views	<ul style="list-style-type: none">✓ Participate in discussions, summarising or building on what has been said✓ Build secure foundations by using discussion to probe and remedy their misconceptions

Learning Outcomes and Assessment Criteria

Speech to Inform

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.

This **Speech to Inform** pathway has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Deliver a talk in relation to a curriculum topic, using audio and/or visual support.	1.1 Structure a talk of approximately 4 minutes. 1.2 Present a talk using notes if necessary. 1.3 State information based on own research. 1.4 Use clear or audible voice to communicate information in Standard English. 1.5 Show an awareness of the audience. 1.6 Use audio and/or visual support.
2	Present a real-life news story.	2.1 Plan a news story for approximately 2 minutes. 2.2 Present the news story. 2.3 Use clear or audible voice to communicate information in Standard English.
3	Express an argument about a topical national or local issue.	3.1 Introduce the argument. 3.2 Support the argument. 3.3 Summarise the argument. 3.4 Use clear or audible voice to communicate information in Standard English. 3.5 Show an awareness of the audience.
4	Listen, respond and exchange views.	4.1 Provide appropriate responses to questions. 4.2 Ask relevant questions based on someone else's work. 4.3 Offer own views in relation to own or someone else's work.

Grade Descriptors

Speech to Inform

Section 1: Curriculum Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Structure	<p>The talk shows evidence of planning, with an introduction or conclusion, and body.</p> <p>The talk runs under or over 4 minutes by 1 minute.</p>	<p>The talk shows evidence of planning, with a partially clear introduction, body and conclusion.</p> <p>The talk runs under or over 4 minutes by 40 seconds.</p>	<p>The talk shows evidence of careful planning, with a clear introduction, body and conclusion.</p> <p>The talk adheres to a 4-minute time limit.</p>	<p>The talk shows evidence of careful planning, with a clear introduction, body and conclusion. There is originality at the start and end of the talk.</p> <p>The talk adheres to a 4-minute time limit.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion. There is originality and detail at the start and end of the talk.</p> <p>The talk adheres to a 4-minute time limit.</p>
Style	<p>The talk is entirely reliant on notes or memorised text.</p>	<p>The talk is mostly reliant on notes or memorised text.</p>	<p>The talk is mostly delivered naturally, with or without notes.</p>	<p>With the exception of one or two moments, the talk is delivered naturally throughout.</p>	<p>The talk shows a confident command of material and is delivered naturally throughout with or without notes.</p>
Voice and Speech	<p>There is clear or audible voice, with some hesitation or rushing.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice, with some hesitation or rushing.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried, and there is some use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice. Speech is unhurried. Content is well-paced, and there is regular use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice, with variations in pace, pitch and volume. Content is sensitively-paced, with a regular use of pause.</p> <p>Standard English is confidently used throughout.</p>

Section 1: Curriculum Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Content	The talk shows evidence of some research. Content is appropriate. One or two points are briefly stated.	The talk shows evidence of some research. Content is appropriate. Three or more points are briefly stated.	The talk shows evidence of careful and selective research. Content is appropriate and some of it is well-explained.	The talk shows evidence of careful and selective research. Content is appropriate and most of it is well-explained.	The talk shows evidence of effective research and personal interest. Content is accurate, varied and put together with personal detail.
Visual/Audio Support	There is a heavy under or over reliance on audio-visual material.	There is some under or overreliance on audio-visual material.	There is a straightforward use of audio-visual material. Some of the material is well-referenced.	There is a straightforward use of audio-visual material. Most of the material is well-referenced.	There is an effective use of audio-visual material. Most of the material is well-referenced. Reference to this material fully engages listeners and enhances understanding.
Audience Awareness	There is: (1) evidence of sharing behaviour; and/or (2) some eye contact with the assessor and/or the group at the beginning and end of the talk.	There is some eye contact with the assessor and/or the group throughout the talk.	There is regular eye contact with the assessor and some of the group throughout the talk. There is appropriate body language (facial expression, gesture, etc.).	There is regular eye contact with the assessor and all of the group throughout the talk. There is an appropriate use of body language (facial expression, gesture, etc.).	There is regular and confident eye contact with the assessor and all of the group throughout the talk. There is an appropriate, lively and confident use of body language (facial expression, gesture, etc.).

Section 2: Present a News Story (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Planning	<p>The talk shows evidence of planning, which covers 1Ws or 2Ws of news gathering (Who, What, When, Where and Why).</p> <p>The story runs under or over 2 minutes by 45 seconds.</p>	<p>The talk shows evidence of planning, which covers 2Ws or 3Ws of news gathering (Who, What, When, Where and Why).</p> <p>The story runs under or over 2 minutes by 30 seconds.</p>	<p>The talk shows evidence of careful planning, which covers 3Ws of news gathering (Who, What, When, Where and Why).</p> <p>The story adheres to a 2-minute time limit.</p>	<p>The talk shows evidence of careful planning, which covers 4Ws of news gathering (Who, What, When, Where and Why).</p> <p>The story adheres to a 2-minute time limit.</p>	<p>The talk shows evidence of effective planning, which covers all the 5Ws of news gathering (Who, What, When, Where and Why).</p> <p>The story adheres to a 2-minute time limit.</p>
Presentation	<p>The news story is presented clearly or concisely. It is delivered naturally in the beginning or ending.</p>	<p>The news story is presented clearly or concisely. It is delivered naturally in the beginning and end.</p>	<p>The news story is presented clearly and concisely. It is mostly delivered naturally.</p>	<p>The news story is presented clearly and concisely. With the exception of one or two moments, it is delivered naturally throughout.</p>	<p>The news story is presented clearly, concisely and convincingly. It is delivered naturally throughout.</p>
Voice and Speech	<p>There is clear or audible voice, with some hesitation.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice, with some hesitation.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried, and there is some use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice. Speech is unhurried. Content is well-paced, and there is regular use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice, with variations in pace, pitch, and volume. Content is sensitively-paced, with a regular use of pause.</p> <p>Standard English is confidently used throughout.</p>

Section 3: Present an Argument (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	There is a brief introduction to the argument. Argument is partially clear.	Brief introduction to the argument. Argument is clearly stated.	Full introduction to the argument. Argument is clearly stated and there is an outline of why the issue is important.	Full introduction to the argument. Argument is clearly stated. There is an outline of why the issue is important and reference to an opposing viewpoint.	Full introduction to the argument, which shows originality and personal interest. An excellent understanding of the argument context is demonstrated.
Support	The argument is briefly explained. One or two short reasons are given to support the argument.	The argument is briefly explained. Three or four short reasons are given to support the argument.	The argument is well-explained. One or two detailed reasons are given, with evidence, to the support argument.	The argument is well-explained. Three or four detailed reasons are given, with evidence, to support the argument.	The argument is well-supported with a wide range of evidence and is persuasive to the listener.
Summary	Provides brief concluding comments.	Provides brief concluding comments, which partially recap own argument.	Provides full concluding comments, which carefully recap own argument.	Provides full concluding comments, which carefully recap own argument and makes recommendations or predictions for the future.	Provides full and insightful concluding comments, which shows a detailed knowledge of the topic.

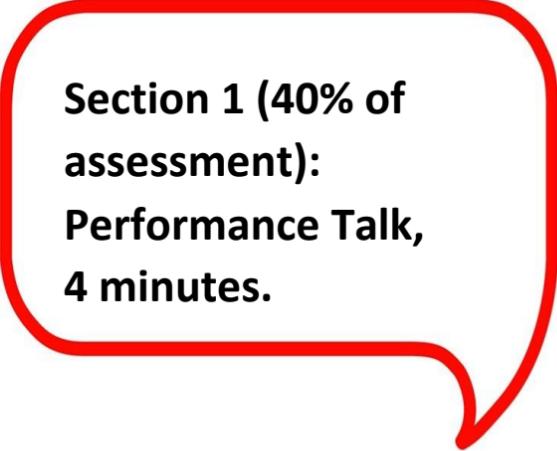
Section 3: Present an argument (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Voice and Speech	<p>There is clear or audible voice, with some hesitation.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice, with some hesitation.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried, and there is some use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice. Speech is unhurried. Content is well-paced, and there is regular use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice, with variations in pace, pitch, and volume. Content is sensitively-paced, with a regular use of pause.</p> <p>Standard English is confidently used throughout.</p>
Audience Awareness	<p>There is some eye-contact with the assessor at the beginning or end of the speech.</p>	<p>There is some eye-contact with the assessor at the beginning and end of the speech.</p>	<p>There is regular eye-contact with the assessor, and some of the group, throughout the speech.</p>	<p>There is regular eye-contact with the assessor, and most of the group, throughout the speech.</p>	<p>There is regular and confident eye-contact with the assessor and all of the group throughout the speech.</p>

Section 4: Listening, Responding and Exchanging Views (5 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Responding to Questions	There is evidence of satisfactory listening, with appropriate and brief responses to all questions.	There is evidence of satisfactory listening, with appropriate and partially developed responses to one or more question(s).	There is evidence of careful listening in most places, with appropriate and full responses to one or more question(s).	There is evidence of careful listening throughout, with appropriate and full responses to all questions.	There is evidence of effective listening throughout, with appropriate, full and confident responses to all questions.
Asking Questions	Asks one or two relevant, but closed questions with prompting.	Asks one or two relevant, but closed questions without prompting.	Asks one or two relevant and open questions without prompting, which seek additional information about the topic.	Asks three or more relevant and open questions without prompting, which seek additional information about the topic.	Asks one or two relevant and open questions without prompting, which are thought-provoking and challenge thinking.
Contributing to the Discussion	Makes one or two brief contributions, and takes part when prompted.	Makes one or two brief contributions, without prompting.	Makes one or two detailed contributions and engages positively with the group, without prompting.	Makes three or more detailed contributions and engages positively with the group, without prompting.	Makes one or two unprompted, detailed and original contributions to support the group, which develop understanding.

Speech to Perform

Assessment Overview

The assessment is divided into four sections:



**Section 1 (40% of assessment):
Performance Talk,
4 minutes.**

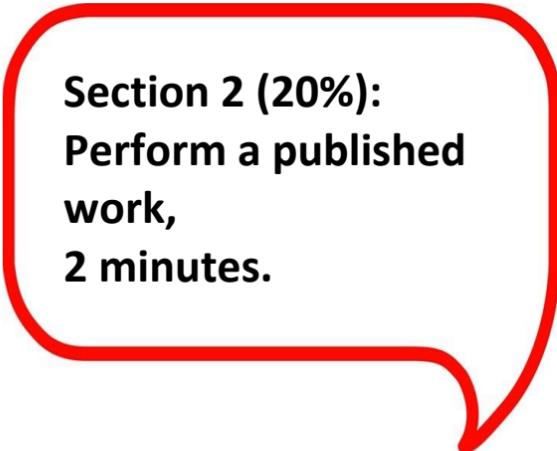
Learners deliver a 4-minute talk, with knowledge and enthusiasm, on any aspect of the performing arts.

For example, they might talk about: *The Art of Stage Makeup*; *A History of the Royal Ballet*; or *Alfred Hitchcock: Master of Tension*.

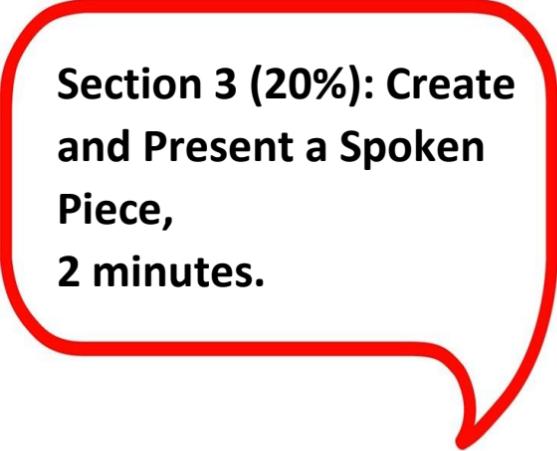
They should support their talk using relevant visual/audio material.

Learners begin by introducing a creative, published piece from a recognised writer (poetry, prose, monologue or song lyrics).

Learners should then perform their memorised choice to the group and the assessor.



**Section 2 (20%):
Perform a published
work,
2 minutes.**

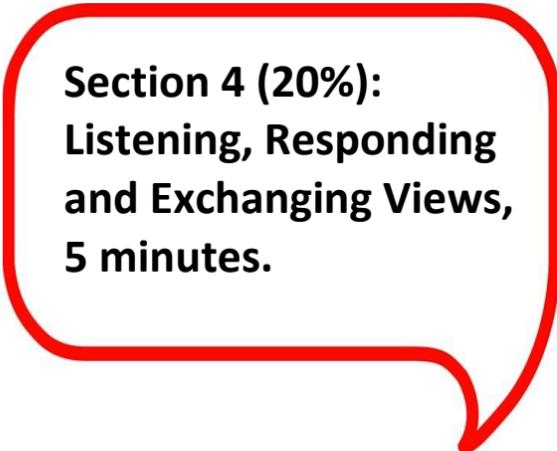


Section 3 (20%): Create and Present a Spoken Piece, 2 minutes.

Learners create their own spoken piece in a form of their choice, which may be read or recited. This may be a poem/lyrics; storytelling; or a piece of devised drama.

Learners listen and respond to questions from the group and the assessor in relation to the first three activities.

They should also actively contribute to the group discussion by asking questions and offering comments.



Section 4 (20%): Listening, Responding and Exchanging Views, 5 minutes.

National Curriculum Coverage

Speech to Perform

This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken English](#), [Reading](#) and [Writing](#) at Key Stage 3. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone activity. This qualification can also support the teaching of national curricula in English and Literacy in [Scotland](#), [Wales](#) and [Northern Ireland](#). (Ctrl+Click to follow the links below.)

Performance Talk	<ul style="list-style-type: none">✓ Use Standard English in a range of formal and informal contexts✓ Give short speeches and presentations, expressing their own ideas and keeping to the point✓ Write for a wide range of purposes and audiences, including: notes and polished scripts for talks and presentations
Perform a Published Work	<ul style="list-style-type: none">✓ Rehearse and perform play scripts and poetry in order to generate discussion of language use and meaning✓ Use role, intonation, tone, volume, mood, silence, stillness and action to add impact
Create and Present	<ul style="list-style-type: none">✓ Write for a wide range of purposes and audiences, including: stories, scripts, poetry and other imaginative writing✓ Use role, intonation, tone, volume, mood, silence, stillness and action to add impact
Listening, Responding and Exchanging Views	<ul style="list-style-type: none">✓ Participate in discussions, summarising or building on what has been said✓ Build secure foundations by using discussion to probe and remedy their misconceptions

Learning Outcomes and Assessment Criteria

Speech to Perform

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.

This ***Speech to Perform*** pathway has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Deliver a talk in relation to an aspect of the performing arts, using audio and/or visual support.	1.1 Structure a talk of approximately 4 minutes. 1.2 Present a talk using notes if necessary. 1.3 State information based on own research. 1.4 Use clear or audible voice to communicate information in Standard English. 1.5 Show an awareness of the audience. 1.6 Use audio and/or visual support.
2	Speak a piece of published, creative English from memory.	2.1 Introduce the piece and provide a brief reason for choice with prompting if necessary. 2.2 Remember the piece, with prompting if necessary. 2.3 Speak the piece with a focus on metre and/or structure. 2.4 Show an awareness of the audience. 2.5 Use clear or audible voice with some vocal variety.
3	Create and present your own spoken piece.	3.1 Compose a piece to be spoken aloud using appropriate grammar and vocabulary. 3.2 Introduce the piece. 3.3 Deliver the piece using clear or audible voice. 3.4 Show an awareness of the audience.
4	Listen, respond and exchange views.	4.1 Provide appropriate responses to questions. 4.2 Ask relevant questions based on someone else's work. 4.3 Offer own views in relation to own or someone else's work.

Grade Descriptors

Speech to Perform

Section 1: Performance Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Structure	<p>The talk shows evidence of planning, with an introduction or conclusion, and body.</p> <p>The talk runs under or over 4 minutes by 1 minute.</p>	<p>The talk shows evidence of planning, with a partially clear introduction, body and conclusion.</p> <p>The talk runs under or over 4 minutes by 40 seconds.</p>	<p>The talk shows evidence of careful planning, with a clear introduction, body and conclusion.</p> <p>The talk adheres to a 4-minute time limit.</p>	<p>The talk shows evidence of careful planning, with a clear introduction, body and conclusion. There is originality at the start and end of the talk.</p> <p>The talk adheres to a 4-minute time limit.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion. There is originality and detail at the start and end of the talk.</p> <p>The talk adheres to a 4-minute time limit.</p>
Style	<p>The talk is entirely reliant on notes or memorised text.</p>	<p>The talk is mostly reliant on notes or memorised text.</p>	<p>The talk is mostly delivered naturally, with or without notes.</p>	<p>With the exception of one or two moments, the talk is delivered naturally throughout.</p>	<p>The talk shows a confident command of material and is delivered naturally throughout with or without notes.</p>

Section 1: Performance Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Voice and Speech	<p>There is clear or audible voice, with some hesitation or rushing.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice, with some hesitation or rushing.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried, and there is some use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice. Speech is unhurried. Content is well-paced, and there is regular use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice, with variations in pace, pitch and volume. Content is sensitively-paced, with a regular use of pause.</p> <p>Standard English is confidently used throughout.</p>

Section 1: Performance Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Content	The talk shows evidence of some research. Content is appropriate. One or two points are briefly stated.	The talk shows evidence of some research. Content is appropriate. Three or more points are briefly stated.	The talk shows evidence of careful and selective research. Content is appropriate and some of it is well-explained.	The talk shows evidence of careful and selective research. Content is appropriate and most of it is well-explained.	The talk shows evidence of effective research and personal interest. Content is accurate, varied and put together with personal detail.
Visual/Audio Support	There is a heavy under or over reliance on audio-visual material.	There is some under or overreliance on audio-visual material.	There is a straightforward use of audio-visual material. Some of the material is well-referenced.	There is a straightforward use of audio-visual material. Most of the material is well-referenced.	There is an effective use of audio-visual material. Most of the material is well-referenced. Reference to this material fully engages listeners and enhances understanding.
Audience Awareness	There is: (1) evidence of sharing behaviour; and/or (2) some eye contact with the assessor and/or the group at the beginning and end of the talk.	There is some eye contact with the assessor and/or the group throughout the talk.	There is regular eye contact with the assessor and some of the group throughout the talk. There is appropriate body language (facial expression, gesture, etc.).	There is regular eye contact with the assessor and all of the group throughout the talk. There is an appropriate use of body language (facial expression, gesture, etc.).	There is regular and confident eye contact with the assessor and all of the group throughout the talk. There is an appropriate, lively and confident use of body language (facial expression, gesture, etc.).

Section 2: Perform a Published Work (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	There is a brief introduction and reason for choice with prompting.	There is a brief introduction and reason for choice without prompting.	There is a well-developed introduction, with a thoughtful reason for choice.	There is a well-developed introduction, with two or more thoughtful reasons for choice.	There is a well-developed introduction, with two or more thoughtful reasons for choice. Introduction is communicated in an enthusiastic manner which awakens interest.
Memory	Lines are remembered mostly accurately with more than one prompt.	Lines are remembered mostly accurately with one prompt.	Words generally secure, no prompts required, but some hesitation /clear concentration.	Words and sense are secure, with minor hesitations.	Words and sense are secure, with no hesitation.
Interpretation	Interpretation focuses on metre or structure.	Interpretation partially creates and conveys mood or atmosphere.	Interpretation successfully creates and conveys mood or atmosphere.	Interpretation successfully conveys mood and atmosphere. There are moments of spontaneity.	Interpretation successfully conveys mood and atmosphere with a sense of spontaneity.

Section 2: Perform a Published Work (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Audience Awareness	Meaning is communicated using eye-contact.	Meaning is partially communicated to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama).	Meaning is mostly communicated to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama).	Meaning is mostly communicated to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama). There is some use of facial expression and / or body language.	Meaning is communicated fully and effectively to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama). There is confident and selective use of facial expression and/or body language.
Voice and Speech	Delivered with clear or audible voice.	Delivered with a clear and audible voice.	Delivered with clear and audible voice. There is some vocal variety and use of pause.	Delivered with clear and audible voice. There is regular vocal variety, use of pause and some variation of pace.	The piece is delivered in a free and fluent way. It is sensitively paced throughout, with effective use of pause and facial expression.

Section 3: Create and Present a Spoken Piece (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	The piece is introduced, with one brief reason for interest in the topic.	The piece is introduced, with two brief reasons for interest in the topic.	The piece is introduced, with one full reason for interest in the topic.	The piece is introduced, with two full reasons for interest in the topic. The introduction sets out the context of the composition.	The piece is introduced, with full reasons for interest in the topic. The introduction sets out the context of the piece in a way that awakens the interest of the audience.
Composition	The piece is based on appropriate grammar and vocabulary. The piece runs under or over 2 minutes by 45 seconds.	The piece is based on appropriate grammar and vocabulary. The piece runs under or over 2 minutes by 30 seconds.	The piece flows in most places and uses a wide range of vocabulary to clearly communicate purpose. The piece adheres to the time limit.	The piece flows throughout and uses a wide range of vocabulary to clearly communicate purpose. The piece adheres to the time limit.	The piece flows throughout and uses a wide range of vocabulary to clearly and imaginatively communicate purpose. The piece adheres to the time limit.
Audience Awareness	Meaning is communicated using eye-contact.	Meaning is partially communicated to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama).	Meaning is mostly communicated to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama).	Meaning is mostly communicated to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama). There is some use of facial expression and / or body language.	Meaning is communicated fully and effectively to the audience using eye contact (if poetry, prose, song lyrics), or staging (if drama). There is confident and selective use of facial expression and/or body language.

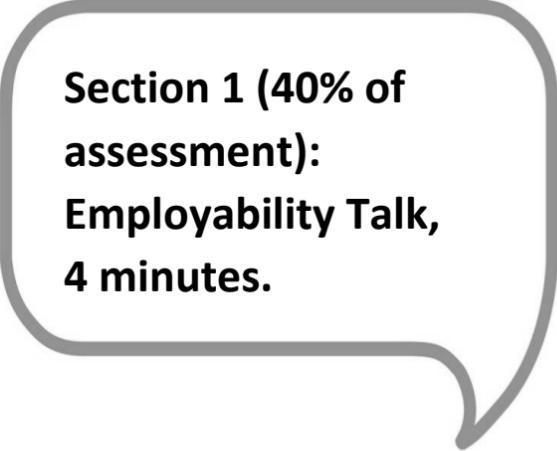
Section 3: Create and Present a Spoken Piece (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Voice and Speech	Delivered with clear or audible voice.	Delivered with a clear and audible voice.	Delivered with clear and audible voice. There is some vocal variety and use of pause.	Delivered with clear and audible voice. There is regular vocal variety and use of pause. There is also some variation of pace.	The piece is delivered in a free and fluent way. It is sensitively paced throughout, with regular vocal variety and use of pause.

Section 4: Listening, Responding and Exchanging Views (5 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Responding to Questions	There is evidence of satisfactory listening, with appropriate and brief responses to all questions.	There is evidence of satisfactory listening, with appropriate and partially developed responses to one or more question(s).	There is evidence of careful listening in most places, with appropriate and full responses to one or more question(s).	There is evidence of careful listening throughout, with appropriate and full responses to all questions.	There is evidence of effective listening throughout, with appropriate, full and confident responses to all questions.
Asking Questions	Asks one or two relevant, but closed questions with prompting.	Asks one or two relevant, but closed questions without prompting.	Asks one or two relevant and open questions without prompting, which seek additional information about the topic.	Asks three or more relevant and open questions without prompting, which seek additional information about the topic.	Asks one or two relevant and open questions without prompting, which are thought-provoking and challenge thinking.
Contributing to the Discussion	Makes one or two brief contributions, and takes part when prompted.	Makes one or two brief contributions, without prompting.	Makes one or two detailed contributions and engages positively with the group, without prompting.	Makes three or more detailed contributions and engages positively with the group, without prompting.	Makes one or two unprompted, detailed and original contributions to support the group, which develop understanding.

Speech for Employability

Assessment Overview

The assessment is divided into four sections:



**Section 1 (40% of assessment):
Employability Talk,
4 minutes.**

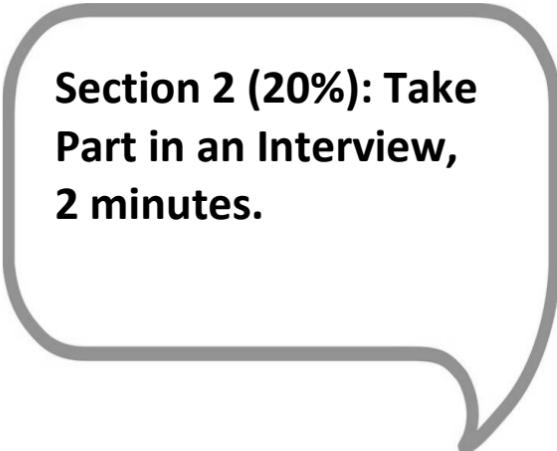
Learners deliver a talk, with knowledge and enthusiasm, about a famous or successful person in business or about a job or career that is of interest to them.

For example, they could talk about: *A Day in the Life of a Vet*; *Women in Space*; or *Ground-breaking Scientists*.

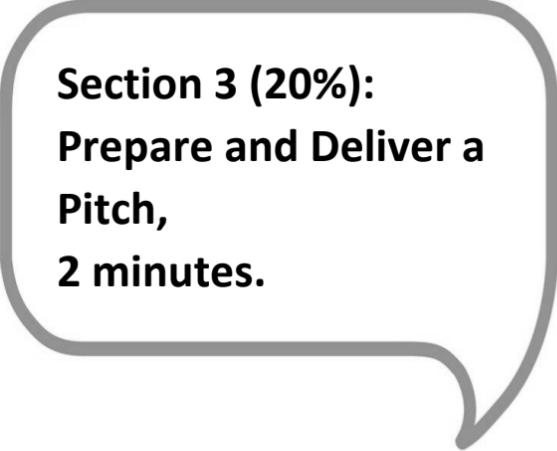
They should support their talk using relevant visual/audio material.

Learners take part in a friendly and supportive interview with the assessor based on their CV.

Learners need to provide the assessor with a hard copy of their CV and should respond to questions positively.



**Section 2 (20%): Take
Part in an Interview,
2 minutes.**



**Section 3 (20%):
Prepare and Deliver a
Pitch,
2 minutes.**

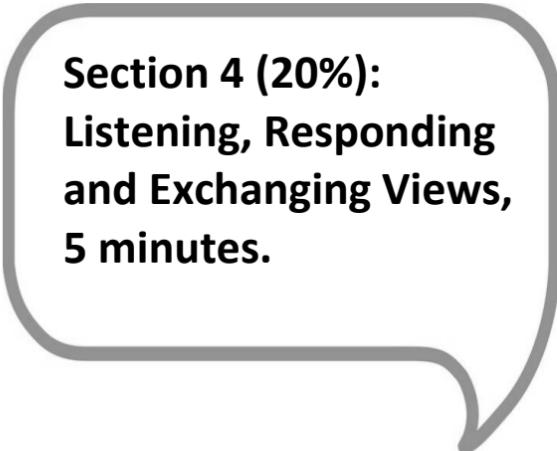
Learners prepare a business pitch and deliver it.

This could be for an existing or an invented product or service.

They can use audio/visual material to support their pitch.

Learners listen and respond to questions from the group and the assessor in relation to the first three activities.

They should also actively contribute to the group discussion by asking questions and offering comments.



**Section 4 (20%):
Listening, Responding
and Exchanging Views,
5 minutes.**

National Curriculum Coverage

Speech for Employability

This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken English](#), [Reading](#) and [Writing](#) at Key Stage 3. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone activity. This qualification can also support the teaching of national curricula in English and Literacy in [Scotland](#), [Wales](#) and [Northern Ireland](#). Preparation for the Speech for Employability qualification can also be used to help centres achieve several **Gatsby Benchmarks**. (Ctrl+Click to follow the links below.)

<i>Employability Talk</i>	<ul style="list-style-type: none">✓ Use Standard English in a range of formal and informal contexts✓ Give short speeches and presentations, expressing their own ideas and keeping to the point✓ Benchmark 2: Learning from career and labour market information Access and use information about career paths and the labour market to inform their own decisions on study options✓ Benchmark 4: Linking curriculum learning to careers Give pupils the opportunity to learn how different STEM subjects help people to gain entry to and be more effective workers within a wide range of careers
<i>Interview</i>	<ul style="list-style-type: none">✓ Use Standard English in a range of formal and informal contexts✓ Participate in discussions, summarising or building on what has been said✓ Benchmark 3: Addressing the needs of each student Encourage students to actively challenge stereotypical thinking and raise aspirations
<i>Deliver a Pitch</i>	<ul style="list-style-type: none">✓ Use role, intonation, tone, volume, mood, silence, stillness and action to add impact✓ Draw on knowledge of rhetorical devices from reading and listening to enhance the impact of writing✓ Write for a wide range of purposes and audiences, including: notes and polished scripts for talks and presentations
<i>Listening, Responding and Exchanging Views</i>	<ul style="list-style-type: none">✓ Participate in discussions, summarising or building on what has been said✓ Build secure foundations by using discussion to probe and remedy their misconceptions

Learning Outcomes and Assessment Criteria

Speech for Employability

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.

This **Speech for Employability** pathway has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Deliver a talk about a person in business or job/career that is of interest, using audio and/or visual support.	1.1 Structure a talk of approximately 4 minutes. 1.2 Present a talk using notes if necessary. 1.3 State information based on own research. 1.4 Use clear or audible voice to communicate information in Standard English. 1.5 Show an awareness of the audience. 1.6 Use audio and/or visual support.
2	Take part in a 1:1 interview with the assessor.	2.1 Give clear and appropriate answers to questions. 2.2 Present own knowledge and skills based on CV. 2.3 Use clear or audible voice to share information in Standard English. 2.4 Show an awareness of the interviewer.
3	Prepare and deliver a pitch.	3.1 Introduce the product or service. 3.2 Briefly describe the product/service. 3.3 Use clear or audible voice to share information in Standard English. 3.4 Show an awareness of the audience.
4	Listen, respond and exchange views.	4.1 Provide appropriate responses to questions. 4.2 Ask relevant questions based on someone else's work. 4.3 Offer own views in relation to own or someone else's work.

Grade Descriptors

Speech for Employability

Section 1: Employability Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Structure	<p>The talk shows evidence of planning, with an introduction or conclusion, and body.</p> <p>The talk runs under or over 4 minutes by 1 minute.</p>	<p>The talk shows evidence of planning, with a partially clear introduction, body and conclusion.</p> <p>The talk runs under or over 4 minutes by 40 seconds.</p>	<p>The talk shows evidence of careful planning, with a clear introduction, body and conclusion.</p> <p>The talk adheres to a 4-minute time limit.</p>	<p>The talk shows evidence of careful planning, with a clear introduction, body and conclusion. There is originality at the start and end of the talk.</p> <p>The talk adheres to a 4-minute time limit.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion. There is originality and detail at the start and end of the talk.</p> <p>The talk adheres to a 4-minute time limit.</p>
Style	<p>The talk is entirely reliant on notes or memorised text.</p>	<p>The talk is mostly reliant on notes or memorised text.</p>	<p>The talk is mostly delivered naturally, with or without notes.</p>	<p>With the exception of one or two moments, the talk is delivered naturally throughout.</p>	<p>The talk shows a confident command of material and is delivered naturally throughout with or without notes.</p>

Section 1: Employability Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Voice and Speech	There is clear or audible voice, with some hesitation or rushing. Standard English is mostly used.	There is clear and audible voice, with some hesitation or rushing. Standard English is mostly used.	There is clear and audible voice. Speech is unhurried, and there is some use of pause. Standard English is used throughout.	There is clear and audible voice. Speech is unhurried. Content is well-paced, and there is regular use of pause. Standard English is used throughout.	There is clear and audible voice, with variations in pace, pitch and volume. Content is sensitively-paced, with a regular use of pause. Standard English is confidently used throughout.

Section 1: Employability Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Content	The talk shows evidence of some research. Content is appropriate. One or two points are briefly stated.	The talk shows evidence of some research. Content is appropriate. Three or more points are briefly stated.	The talk shows evidence of careful and selective research. Content is appropriate and some of it is well-explained.	The talk shows evidence of careful and selective research. Content is appropriate and most of it is well-explained.	The talk shows evidence of effective research and personal interest. Content is accurate, varied and put together with personal detail.
Visual/Audio Support	There is a heavy under or over-reliance on audio-visual material.	There is some under or over-reliance on audio-visual material.	There is a straightforward use of audio-visual material. Some of the material is well-referenced.	There is a straightforward use of audio-visual material. Most of the material is well-referenced.	There is an effective use of audio-visual material. Most of the material is well-referenced. Reference to this material fully engages listeners and enhances understanding.
Audience Awareness	There is: (1) evidence of sharing behaviour; and/or (2) some eye contact with the assessor and/or the group at the beginning and end of the talk.	There is some eye contact with the assessor and/or the group throughout the talk.	There is regular eye contact with the assessor and some of the group throughout the talk. There is appropriate body language (facial expression, gesture, etc.).	There is regular eye contact with the assessor and all of the group throughout the talk. There is an appropriate use of body language (facial expression, gesture, etc.).	There is regular and confident eye contact with the assessor and all of the group throughout the talk. There is an appropriate, lively and confident use of body language (facial expression, gesture, etc.).

Section 2: Take Part in an Interview (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Responding to Questions	Clear, pertinent and brief responses are given to some questions.	Clear, pertinent and brief responses are given to all questions.	Clear, pertinent and full responses are given to all questions in a positive manner.	Clear, pertinent and full responses are given to all questions, positively and confidently.	Clear, confident and full responses are given to all questions, positively, confidently and persuasive.
Presentation of Knowledge and Skills	Clear and brief presentation of knowledge and skills with two or more prompts from the assessor.	Clear and brief presentation of knowledge and skills with one prompt from the assessor.	Clear and full presentation of knowledge and skills with one prompt from the assessor.	Clear and full presentation of knowledge and skills with no prompts from the assessor.	Clear full and persuasive presentation of knowledge and skills with no prompts from the assessor.
Voice and Speech	There is clear or audible voice, with some hesitation. Standard English is mostly used.	There is clear and audible voice, with some hesitation. Standard English is mostly used.	There is clear and audible voice. Speech is unhurried, and there is some use of pause. Standard English is used throughout.	There is clear and audible voice. Speech is unhurried. There is regular use of pause. Standard English is used throughout.	There is clear and audible voice, with fluent delivery. Responses are delivered with authority and there is a regular use of pause. Standard English is confidently used throughout.

Section 2: Taking part in an Interview (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Non-Verbal Communication	There is some eye contact with the assessor at the beginning or end of the interview.	There is some eye contact with the assessor at the beginning and end of the interview.	<p>There is regular eye contact with the assessor during some of the interview.</p> <p>There is appropriate body language (facial expression, gesture, etc.).</p>	<p>There is regular eye contact with the assessor during most of the interview.</p> <p>There is appropriate body language (facial expression, gesture, etc.).</p>	<p>There is regular and confident eye contact with the assessor throughout the interview.</p> <p>There is an appropriate and confident use of body language (facial expression, gesture, etc.).</p>

Section 3: Prepare and Deliver a Pitch (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	There is a brief and partially clear introduction to the product/service.	There is a brief and clear introduction to the product/service.	There is a full and clear introduction to the product/service, with reference to why it is important.	There is a full and clear introduction to the product/service, with reference to why it is important and novel.	There is a full, clear and confident introduction to the product/service, which shows originality and personal interest.
Content	One advantage of the product/service is briefly described.	Two or more advantages of the product/service are briefly described.	One advantage of the product/service is well-explained.	Two or more advantages of the product/service are well-explained.	Two or more advantages of the product/service are well-explained, and a persuasive technique is used.
Voice and Speech	There is clear or audible voice, with some hesitation. Standard English is mostly used.	There is clear and audible voice, with some hesitation. Standard English is mostly used.	There is clear and audible voice. Speech is unhurried, and there is some use of pause. Standard English is used throughout.	There is clear and audible voice. Speech is unhurried. Content is well-paced, and there is regular use of pause. Standard English is used throughout.	There is clear and audible voice, with fluent delivery. Content is well-paced, with an intelligent use of pause for effect. Standard English is confidently used throughout.

Section 3: Prepare and Deliver a Pitch (2 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Audience Awareness	There is some eye contact with the assessor and/or the group at the beginning and end of the speech.	There is some eye contact with the assessor and/or the group throughout the speech.	<p>There is regular eye contact with the assessor and some of the group throughout the speech.</p> <p>There is appropriate body language (facial expression, gesture, etc.).</p>	<p>There is regular eye contact with the assessor and all of the group throughout the speech.</p> <p>There is an appropriate and consistent use of body language (facial expression, gesture, etc.).</p>	<p>There is regular and confident eye contact with the assessor and all of the group throughout the speech.</p> <p>There is an appropriate, consistent and confident use of body language (facial expression, gesture, etc.).</p>

Section 4: Listening, Responding and Exchanging Views (5 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Responding to Questions	There is evidence of satisfactory listening, with appropriate and brief responses to all questions.	There is evidence of satisfactory listening, with appropriate and partially developed responses to one or more question(s).	There is evidence of careful listening in most places, with appropriate and full responses to one or more question(s).	There is evidence of careful listening throughout, with appropriate and full responses to all questions.	There is evidence of effective listening throughout, with appropriate, full and confident responses to all questions.
Asking Questions	Asks one or two relevant, but closed questions with prompting.	Asks one or two relevant, but closed questions without prompting.	Asks one or two relevant and open questions without prompting, which seek additional information about the topic.	Asks three or more relevant and open questions without prompting, which seek additional information about the topic.	Asks one or two relevant and open questions without prompting, which are thought-provoking and challenge thinking.
Contributing to the Discussion	Makes one or two brief contributions, and takes part when prompted.	Makes one or two brief contributions, without prompting.	Makes one or two detailed contributions and engages positively with the group, without prompting.	Makes three or more detailed contributions and engages positively with the group, without prompting.	Makes one or two unprompted, detailed and original contributions to support the group, which develop understanding.

Appendix 1: Example CV Template

Name:	
School:	
Profile (Write 2-3 lines about you):	
Education (Write 2-3 lines about your favourite subjects):	
Interests (Write 2-3 lines about your interests):	
Job (Write 2-3 lines about what you want to do in the future).	

This document can be downloaded from the centre portal.

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