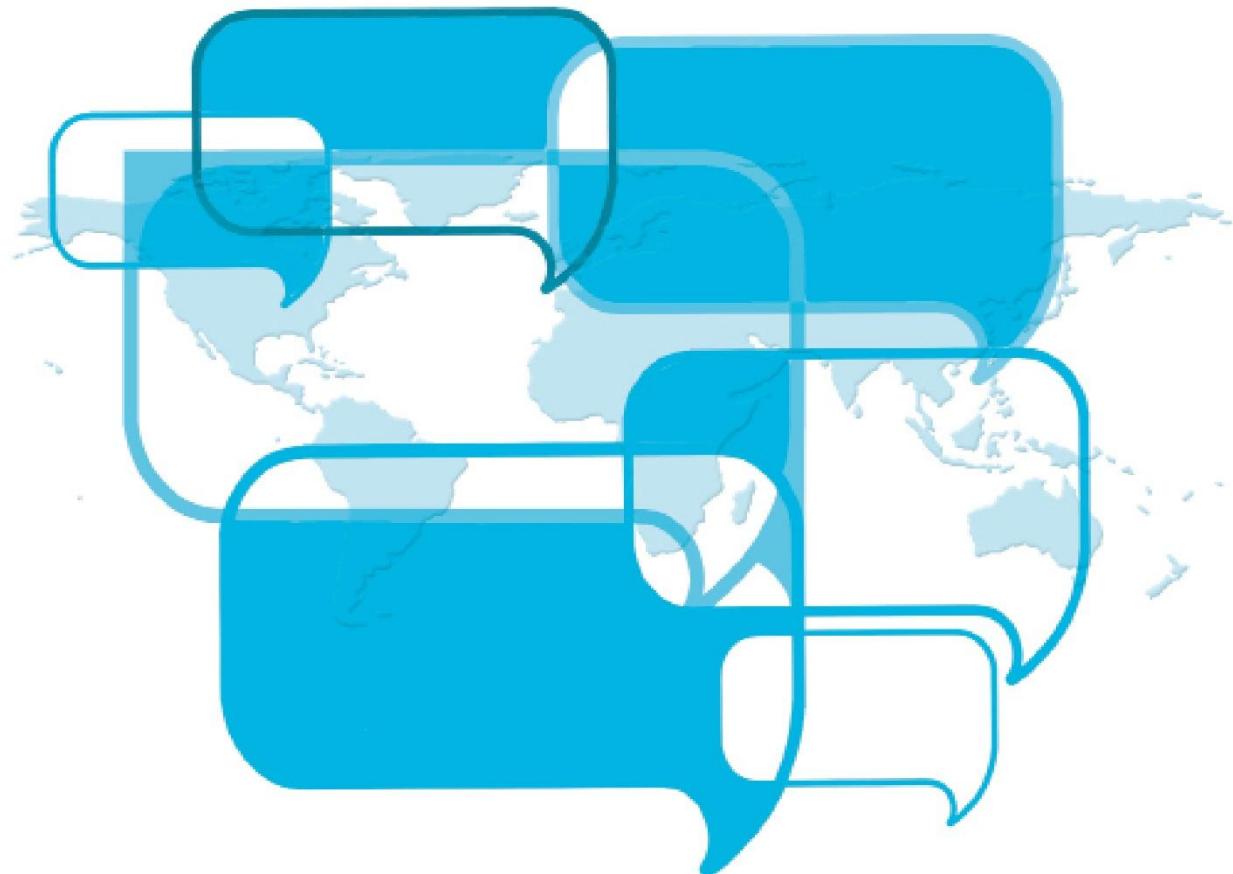


English Speaking Board (International) Ltd.



ESB Entry Level Award
in Graded Examinations in Speech
(Entry 2) (EAL-A2)
603/0616/6



For learners who speak English as an additional language

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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 presentation, 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 and books, 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).

The Four Sections

Our Graded Examinations in Speech qualifications are split into four sections, each with its own rationale and outcomes:

Presentation

- Present information succinctly.
- Carefully select vocabulary to impart their message.
- Utilise a range of tier 1, 2 and 3 vocabularies.
- Increase learner agency by taking ownership of their own learning.

Poetry by Heart

- Express emotion through another's words, connect and empathise.
- Explore different forms of creative language.
- Practise memory and recall techniques.
- Develop vocabulary through committing poetry to memory.
- Speak poetry from memory, allowing learners to focus on the rhythm, cadence, and subtleties of language.
- Research shows that memorising poetry can help to:
 - provide comfort in tough times;
 - appreciate and understand poetry;
 - make sense of life;
 - make connections between things;
 - increase confidence in memory;
 - be able to express ideas.

(The Poetry and Memory Project, University of Cambridge)

Reading Aloud

- Encourage reading for pleasure.
- Expose learners to a range of literature through their peers' choices.
- Discussion centred around reading and enjoyment of reading.
- Rehearse a piece of text to be read aloud, build confidence, and develop a natural reading rhythm and fluency.
- Being able to rehearse, practise and prepare a reading can allow nervous readers to feel less anxious.

Questions and Answers

- Develop higher-order questioning and thinking skills.
- Learn more about peers and gain appreciation and respect for their points of view.
- Build turn-taking and discussion skills.
- Autonomy of choice in each section encourages reluctant speakers to feel ownership of their material and gain confidence in their responses.

ESB Entry Level Award in Graded Examinations in Speech (Entry 2) (EAL – A2)

The ESB International portfolio of Speech EAL (English as an Additional Language) qualifications

- promote oracy
- are designed to develop learners' speaking, reading, listening and responding skills
- build learners' confidence
- help learners to use their voices effectively
- accommodate the linguistic development of English language learners
- support progression onto the mainstream school curricula.

Qualification Content:

- Plan and give a 2-3 minute talk.
- Introduce and recite a short poem from memory.
- Identify and talk about a character from a book/story.
- Read aloud a chosen passage of 200 words from a favourite story.
- Listen attentively and respond to questions.
- Ask questions and make comments based on the work of others.

Learners:

The qualification is for learners who speak English as an additional language and are in Year 4 (indicative age 8-9 years old) but this is not prescriptive: the assessment may be taken by younger and older learners.

The ESB Entry Level Awards in Graded Examinations in Speech EAL at A1, A2 and B1 are aligned to the ESB Pre-Entry Level Award in Speech, the ESB Entry Level Award in Speech (Entry 1, Entry 2 and Entry 3) and the ESB Level 1 Award in Speech assessments for similarity of outcome, in groups/classes of native and non-native speakers of English where the age and cognitive development might be broadly the same. (See the table on page 9 for equivalence.)

National Curriculum In England	This qualification is mapped to the National Curriculum in England in relation to its requirements in Spoken Language and Reading at Key Stages 1 and 2
Common European Framework Reference for Languages	This qualification is designed to reference the descriptions of language proficiency at A2 in the Common European Framework Reference for Languages (CEFR).
Learners at A2 on the CEFR can:	<p>Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)</p> <p>Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

Qualification Information

ESB Entry Level Award in Graded Examinations in Speech (Entry 2) (EAL – A2)	
Similar outcome to ESB Graded Examination in Speech	ESB Entry Level Award in Speech (Entry 2) or (Entry 3)
Accreditation Information	Regulated by Ofqual 603/0616/6. Start Date: 01/10/2016.
Qualification Objective	<p>The overall objective of the qualification is to promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners.</p> <p>The three ESB Entry Level Awards in Graded Examinations in Speech EAL provide a focus and framework for progressive mastery of Spoken English communication in English as an Additional Language, with the emphasis on presentation skills delivered in a group context. The skills assessed include listening to, speaking to and responding to an audience, and interpretation of stimulus material.</p>
Assessment Method	Assessments take place in groups of 6 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 units a learner must have completed prior to enrolling on ESB Entry Level Award in Graded Examinations in Speech (Entry 2) (EAL – A2).
Quality Assurance	To ensure quality assurance throughout the assessment process, ESB carries out moderation and standardisation activities with its assessment team.
Total Individual Assessment Time	10 minutes
Total Qualification Time (hours)**	40
Guided Learning Hours**	30
Grading	<p>Learners can achieve one of the following grades:</p> <ul style="list-style-type: none"> • Unsuccessful • Pass • Good Pass (Endorsed) • Merit • Merit Plus (Endorsed) • Distinction

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

** GLH (Guided learning hours) are the suggested number of hours for a learner to be taught by an English teacher, tutor or other appropriate provider of education or training in preparing for this qualification.

TQT (Total qualification time) is an estimate of the total amount of time that could reasonably be expected for a learner to achieve the level of attainment necessary for this qualification. It includes both the number of hours assigned to a qualification for Guided Learning, and an estimate of the number of hours a learner will be likely to spend in preparing for the qualification with the tutor's guidance but not under his or her direct supervision.

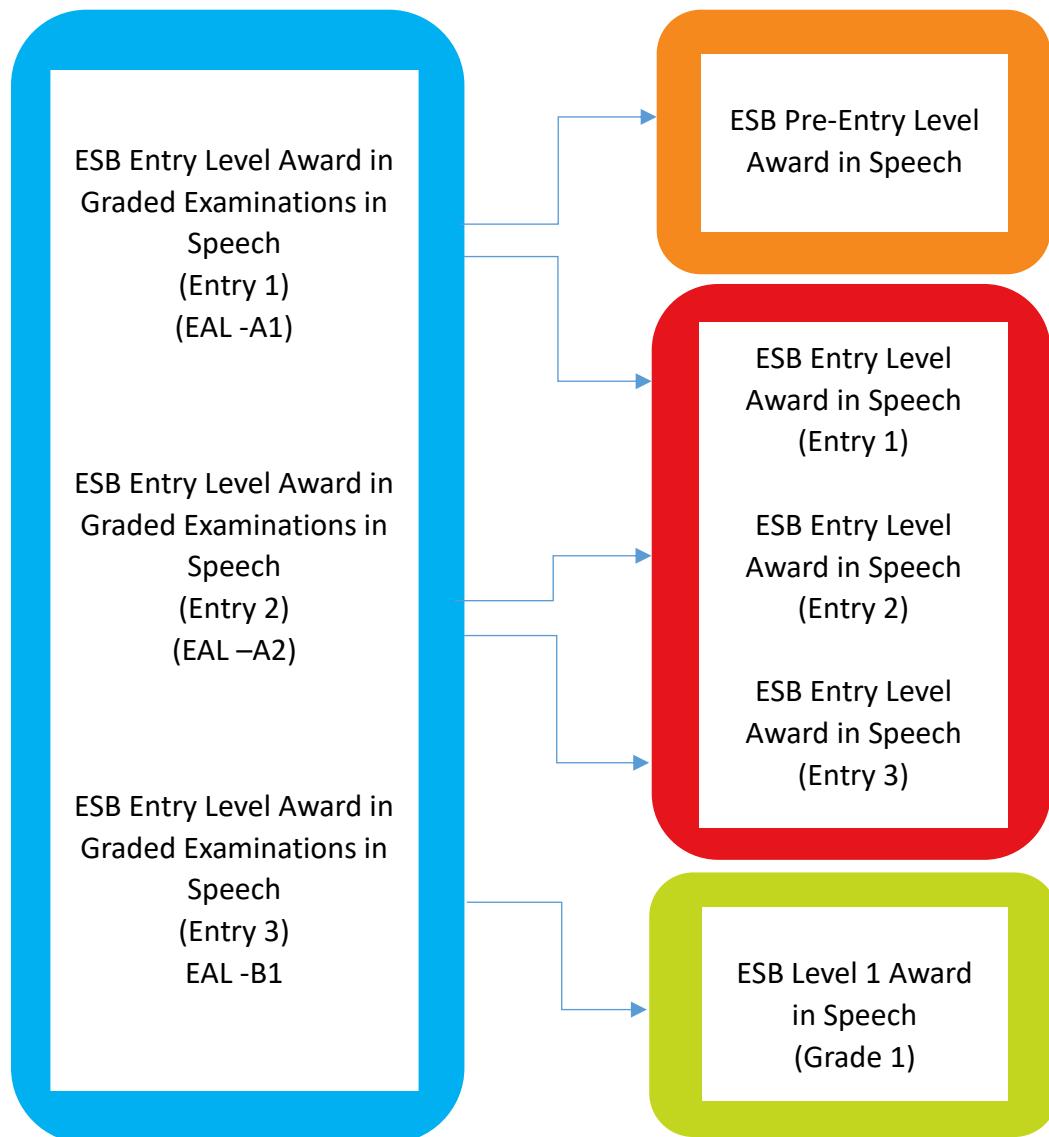
Reasonable Adjustments

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 which aim to provide the same opportunity for all learners to achieve.

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

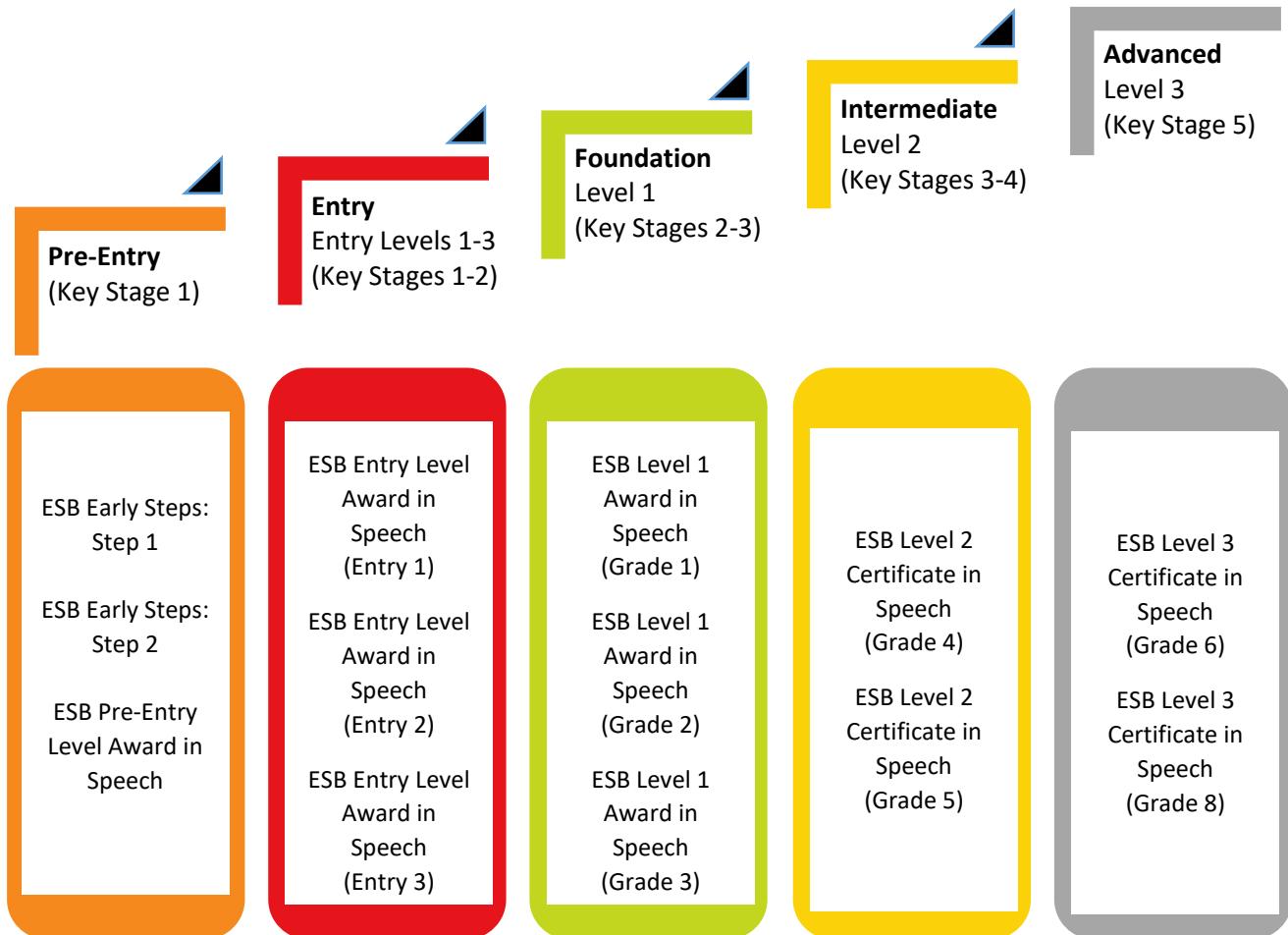
Qualification Equivalence

The structure of the ESB Entry Level Awards in Graded Examinations in Speech EAL qualifications allows for learners to be assessed in a group of six, alongside learners entered for the ESB Graded Examinations in Speech. The diagram below shows recommended combinations based on the content of the assessment and the timing per learner.



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.

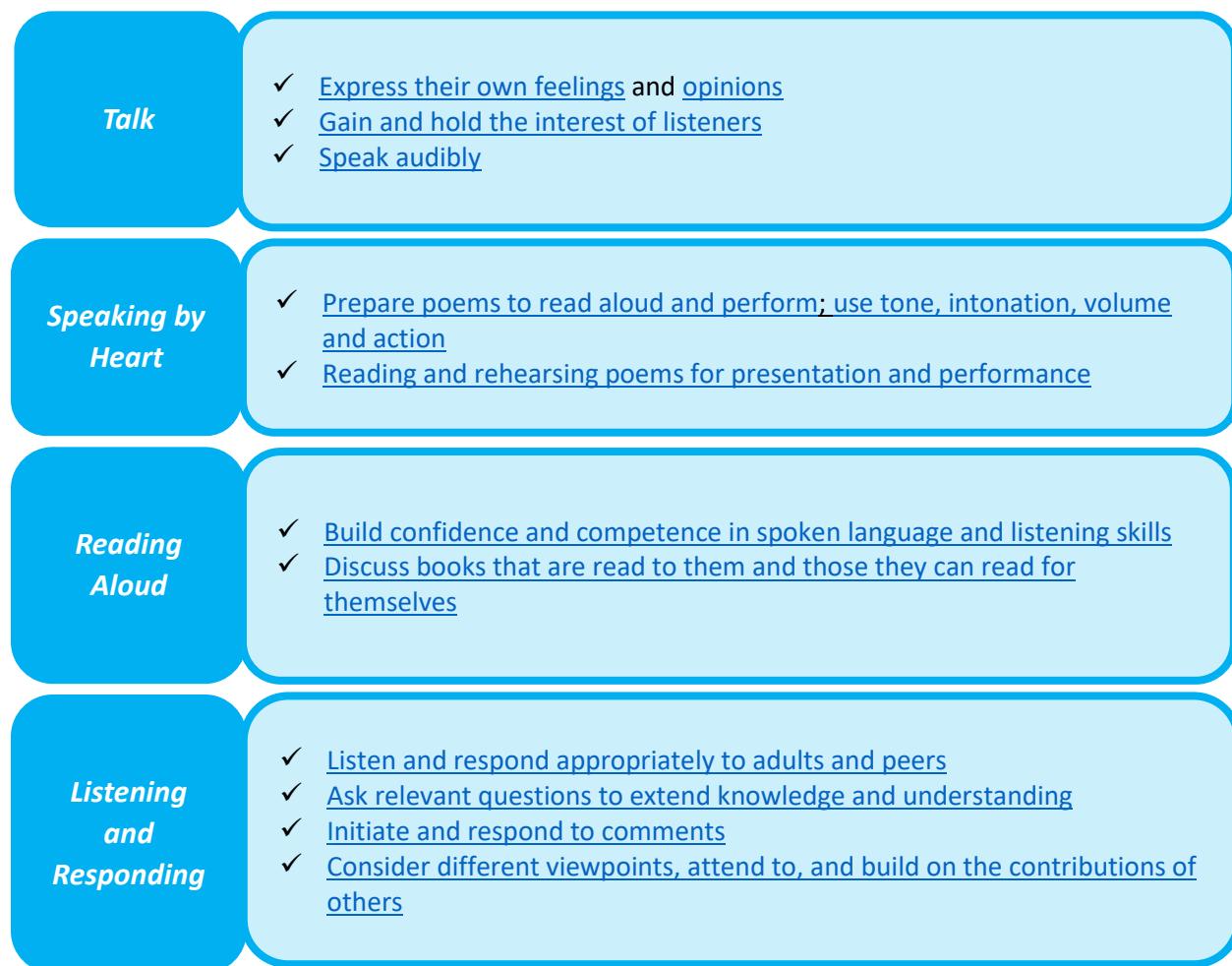
The Level 3 Graded Examinations in Speech (Grades 6 and 8) are on the UCAS (Universities and Colleges Admissions Service) Tariff and are allocated the following number of points: Grade 6 – Pass 8; Merit 10; Distinction 12. Grade 8 – Pass 24; Merit 27; Distinction 30.

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.

National Curriculum Coverage

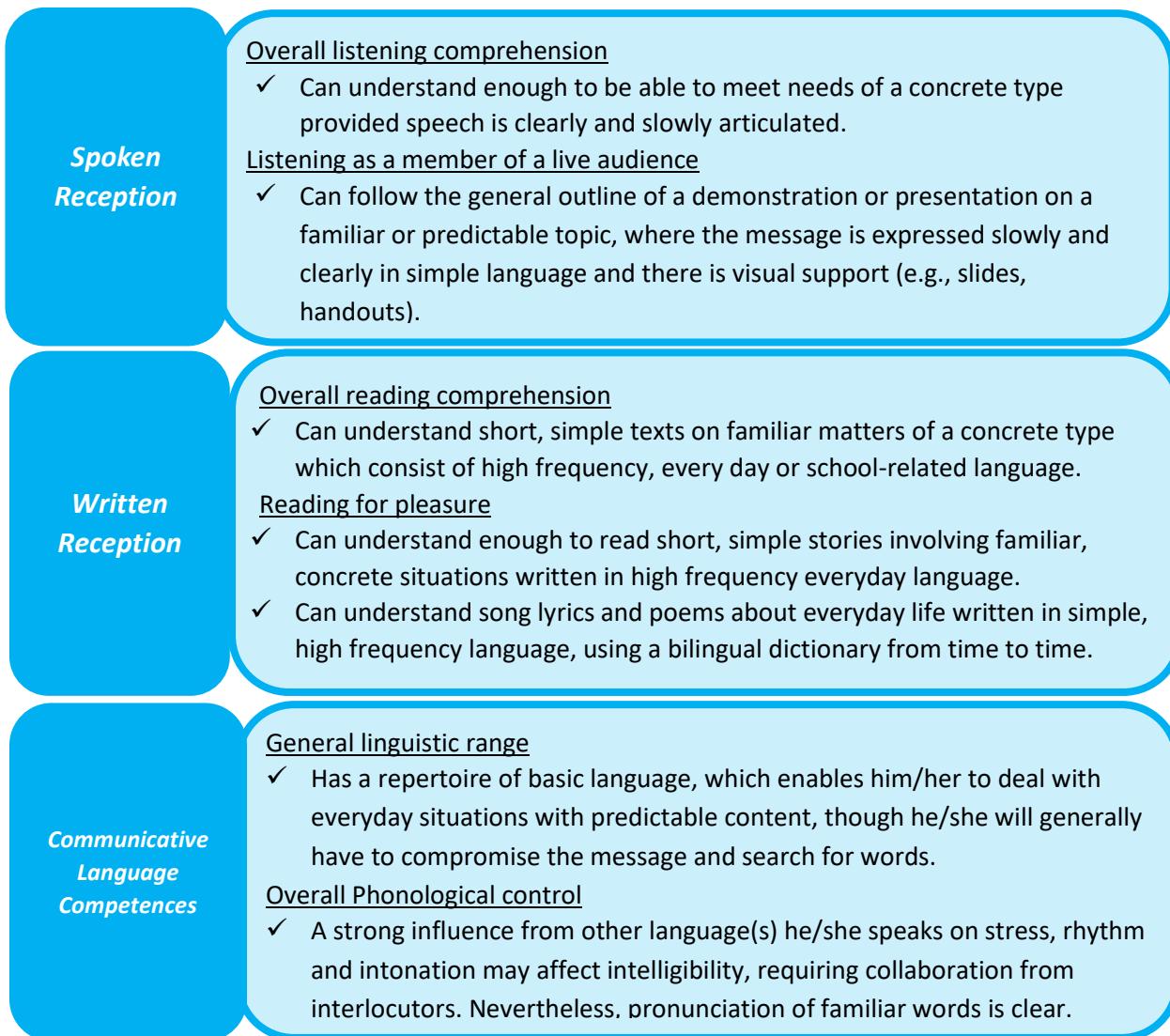
This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken Language](#) and [Reading](#) at Key Stages 1 and 2. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone 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.)



CEFR Coverage

The specification and the assessments are designed to closely reference A2, the higher of the two A levels on the CEFR, which describes 'basic users' as learners who can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, and initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying on a rehearsed repertoire of situation-specific phrases ([Council of Europe. \(2001\). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.33](https://www.coe.int/en/web/common-european-framework-reference-languages/learning-teaching-assessment)). Please see this Council of Europe publication, as well as the Council of Europe (2018). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors*, and the *Collated Representative Samples of Descriptors of Language Competences Developed for Young Learners – Volume 1: Ages 7-10 and Volume 2: Ages 11-15 years*. These documents are available online at <https://www.coe.int/en/web/common-european-framework-reference-languages/leveldescriptions>, and [Bank of supplementary descriptors \(coe.int\)](https://www.coe.int/en/web/bank-supplementary-descriptors).

Communicative Language Activities and Strategies – A2 Young Learners



Spoken Interaction

Overall spoken interaction

- ✓ Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- ✓ Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

Conversation

- ✓ Can participate in short conversations in routine contexts on topics of interest.
- ✓ Can establish social contact: greetings and farewells; introductions; giving thanks.

Information Exchange

- ✓ Can ask and answer questions about habits and routines, pastimes and past activities, plans and intentions.

Spoken Production

Overall spoken production

- ✓ Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Sustained monologue – giving information

- ✓ Can give short, basic descriptions of events and activities.
- ✓ Can describe plans and arrangements, habits and routines, past activities, and personal experiences.
- ✓ Can use simple descriptive language to make brief statements about and compare objects and possessions.

Addressing audiences

- ✓ Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.
- ✓ Can cope with a limited number of straightforward follow up questions.

Processing text - expressing a personal response to literature and art

- ✓ Can express his/her reactions to a work of literature or art, reporting his/her feelings and ideas in simple language.
- ✓ Can describe a character's feelings and explain the reasons for them.
- ✓ Can say in simple language which aspects of a work of literature or art especially interested him/her.
- ✓ Can explain in simple sentences how a work of literature or art made him/her feel.

Assessment Overview

The assessment is divided into four sections:

Section 1 (25% of assessment): Talk – Free Choice, 2-3 minutes.

Talk about an item or picture explaining its importance.

For example, they may talk about: *a favourite toy; a school certificate; a photograph; a possession; something they have made; or a souvenir from a holiday.*

They should bring in the item related to their talk and show it to the group and the assessor.

Learners speak a poem by heart.

Learners begin by giving the title of their chosen poem, the poet's name, and a reason for their choice.

They should then recite their poem, sharing the content with the group and the assessor.

Section 2 (25%): Speaking by Heart (not self-composition), 1-2 minutes.

Section 3 (25%): Reading Aloud, 1 minute.

Learners begin by giving the title and author of a favourite story, and say which character they would like to meet.

They should then read a prepared passage of approximately 200 words.

Learners answer questions after a section.
Listen to others and join in with questions and comments.

Section 4 (25%): Listening and Responding.

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.

ESB Entry Level Award in Graded Examinations in Speech (Entry 2) (A2) has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Plan and present a talk of 2-3 minutes' duration.	1.1 Show evidence of planning. 1.2 Link detail to own experience.
2	Speak in front of a small group and an assessor.	2.1 Talk about chosen item without learning by heart. 2.2 Share content enthusiastically.
3	Recite a short poem (not a self-composition) from memory.	3.1 Make an appropriate choice. 3.2 Introduce the poem with a reason for choice. 3.3 Commit the words to memory. 3.4 Share the poem enthusiastically.
4	Read aloud a chosen passage from a favourite story.	4.1 Make an appropriate choice. 4.2 Share the piece enthusiastically.
5	Identify and talk about a favourite character from chosen book/story.	5.1 Name favourite character. 5.2 Give at least one reason for choice.
6	Speak clearly enough for the listeners to hear.	6.1 Speak using an audible voice. 6.2 Speak clearly, to be understood by a sympathetic listener.
7	Answer questions.	7.1 Respond in a short sentence or single word.
8	Listen quietly to the presentation of others.	8.1 Sit still. 8.2 Look at other speakers. 8.3 Behave positively and courteously throughout.
9	Ask a simple question.	9.1 Ask a question about one other presentation.

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 and present 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 section forms 25% of the assessment. Within each section, 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.

Grade Descriptors

Section 1: Talk Time: 2-3 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Structure	There is some evidence of planning.	Planned talk, with clear beginning and ending.	There is some logic to the structure but there may be some repetition or hesitancy.	The structure is mainly logical.	Talk is organised and efficient.
Style	Topic is learned by heart.	Personal interest shown, topic is learned by heart.	Personal interest shown, reliant on memorised information or notes.	Mostly natural sounding, using notes.	Mostly natural sounding, using notes.
Voice and Speech	Speech is quiet in places but can be heard. Pronunciation of sounds makes the presentation difficult to understand.	Some first language interference in pronunciation requires listener to make an effort to understand.	Key words pronounced correctly/clearly. First language interference in pronunciation requires some effort to understand.	Key words pronounced correctly/clearly. First language interference in pronunciation requires little effort to understand.	Speech is audible throughout. Most key words are pronounced correctly/clearly.
Content	General explanation. Use of single unconnected words restricts communication.	General explanation with some elements of clear detail. Beginning to connect words into phrases.	Mostly clear detail. Uses some clear short phrases.	Clearly detailed but with little or no reference to personal experience. Uses clear phrases most of the time.	Detailed explanation, with individuality and reference to personal experience. Connects words into phrases and simple sentences.
Visual Aids	Does not refer to visual aid.	Reliant on visual material for support.	Simple visual material is used confidently.	More complex visual material confidently chosen and used.	Sophisticated visual material used confidently and competently.
Communication	Some audience awareness. Limited range of vocabulary restricts communication.	Some audience awareness. Limited range of vocabulary but communication is not restricted.	Some audience awareness. Uses essential vocabulary which may be repetitive.	Some audience awareness. Uses appropriate range of vocabulary.	Good audience awareness. Uses a good range of vocabulary for topic.

Section 2: Speaking by Heart Time: 1-2 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	Gives title and poet.	Gives title and poet with a brief reason for choice.	Gives title and poet with fuller reason.	Gives title and poet with detailed reason.	Gives title and poet with detailed reason and enthusiasm.
Memory	Remembers lines with several prompts.	Needs one prompt.	Words generally secure, no prompts required, but some hesitation.	Words secure with clear concentration.	Words totally secure.
Voice/Delivery	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Audible with some variation of pitch, pace or tone.	Voice has vitality and candidate uses facial expression.
Choice and Interpretation	Choice allows candidate to concentrate on the rhythm and structure.	Choice allows candidate to begin to convey the mood.	Choice allows candidate to catch the mood of the piece mostly.	Choice allows candidate to convey mood with understanding.	Choice allows candidate to convey mood or spirit with understanding and enjoyment.

Section 3: Reading Aloud Time: 1 minute	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of book/story and passage/pages	Choice allows candidate to make a good start on the passage.	A choice of suitable length to allow candidate to maintain accuracy of pronunciation.	A choice of suitable length to allow candidate to maintain accuracy of pronunciation and intonation.	A choice of suitable length to allow candidate to maintain accuracy and add variety of tone for at least one phrase.	A choice of suitable length to allow candidate to maintain accuracy and variety of tone.
Introduction	Gives title.	Gives title clearly.	Gives title and author with reason for choice.	Gives title and author clearly, explaining which character is preferred.	Enthusiastically gives title and author clearly, explaining which character is preferred.
Pauses for meaning	One or two pauses for meaning are used.	Some pauses are used effectively.	Pauses are beginning to show meaning.	Pauses used accurately to support meaning.	Pauses used accurately to support meaning and convey mood.
Voice/Delivery	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear and audible with some variation of pitch, pace or tone.	Clear and audible with variation of pitch, pace or tone.
Communication	Shows awareness of assessor or teacher.	Some audience awareness.	Looks up at beginning and end.	Glances up from time to time.	Regular eye contact with the audience.

Section 4: Listening and Responding	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Listening Skills	Listens politely. Shows understanding on one occasion through verbal or non-verbal means.	Listens attentively. Shows understanding on more than one occasion.	Listens attentively. Consistently shows understanding.	Listens attentively. Comments show understanding.	Listens attentively and supportively. Comments show understanding.
Responding to Questions	Minimal responses. Understands most of the conversation.	Minimal responses. Understands all of the conversation.	Relevant contribution to conversations using connected words.	Relevant contribution to the conversation using at least one phrase or sentence.	Relevant contributions to conversations using phrases and simple sentences.
Taking Part in the Group	Makes a brief contribution when reminded.	Makes a brief contribution without being reminded.	Takes part mostly appropriately.	Always ready to take part within limitations of language.	Always ready to take part, limitations of language do not hinder participation.
General	Misses opportunity to use social language, e.g. greetings/ thanking etc.	Generally passive member of the group. Conveys interest in others taking one opportunity to use social language.	Some engagement with the group. Simple social language is used when there is an opportunity.	Positive, helpful or courteous to rest of group. Some social language is used when appropriate.	Encouraging attitude to rest of group. A range of social language for level is used confidently when there is an opportunity.

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