

English Speaking Board (International) Ltd.



ESB Entry Level Award
in Graded Examinations in Speech
(Entry 3) (EAL-B1)
603/0621/X



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.

Speaking 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/drama to memory.
- Speak 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 3) (EAL - B1)

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, explain and recite a short poem or piece of drama from memory.
- Read aloud a chosen passage of 200-300 words from a favourite story.
- Introduce the story, persuading listeners to read it.
- 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 5 or 6 (indicative age 10-11 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 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 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 B1 in the Common European Framework Reference for Languages (CEFR).
Learners at B1 on the CEFR can:	Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Produce simple connected text on topics which are familiar or of personal interest. Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Qualification Information

ESB Entry Level Award in Graded Examinations in Speech (Entry 3) (EAL - B1)	
Similar outcome to ESB Graded Examination in Speech	ESB Level 1 Award in Speech (Grade 1)
Accreditation Information	Regulated by Ofqual 603/0621/X. 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 3) (EAL - B1).
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	11 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.

All learners differ in their educational and personal circumstances, previous learning, motivation, and rate of learning so these figures indicate the relative size of qualifications and are not definitive.

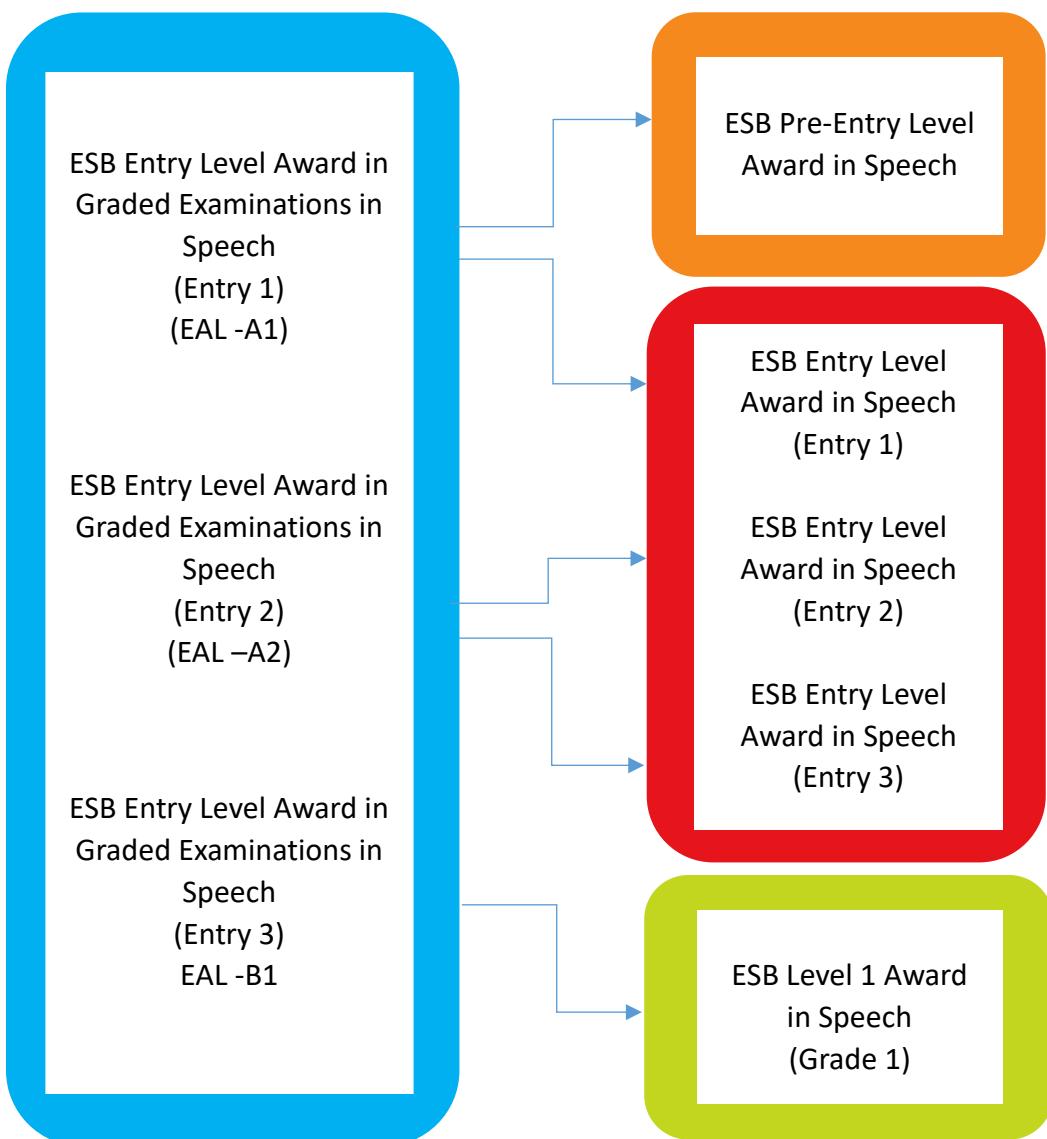
Reasonable Adjustments

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](#).

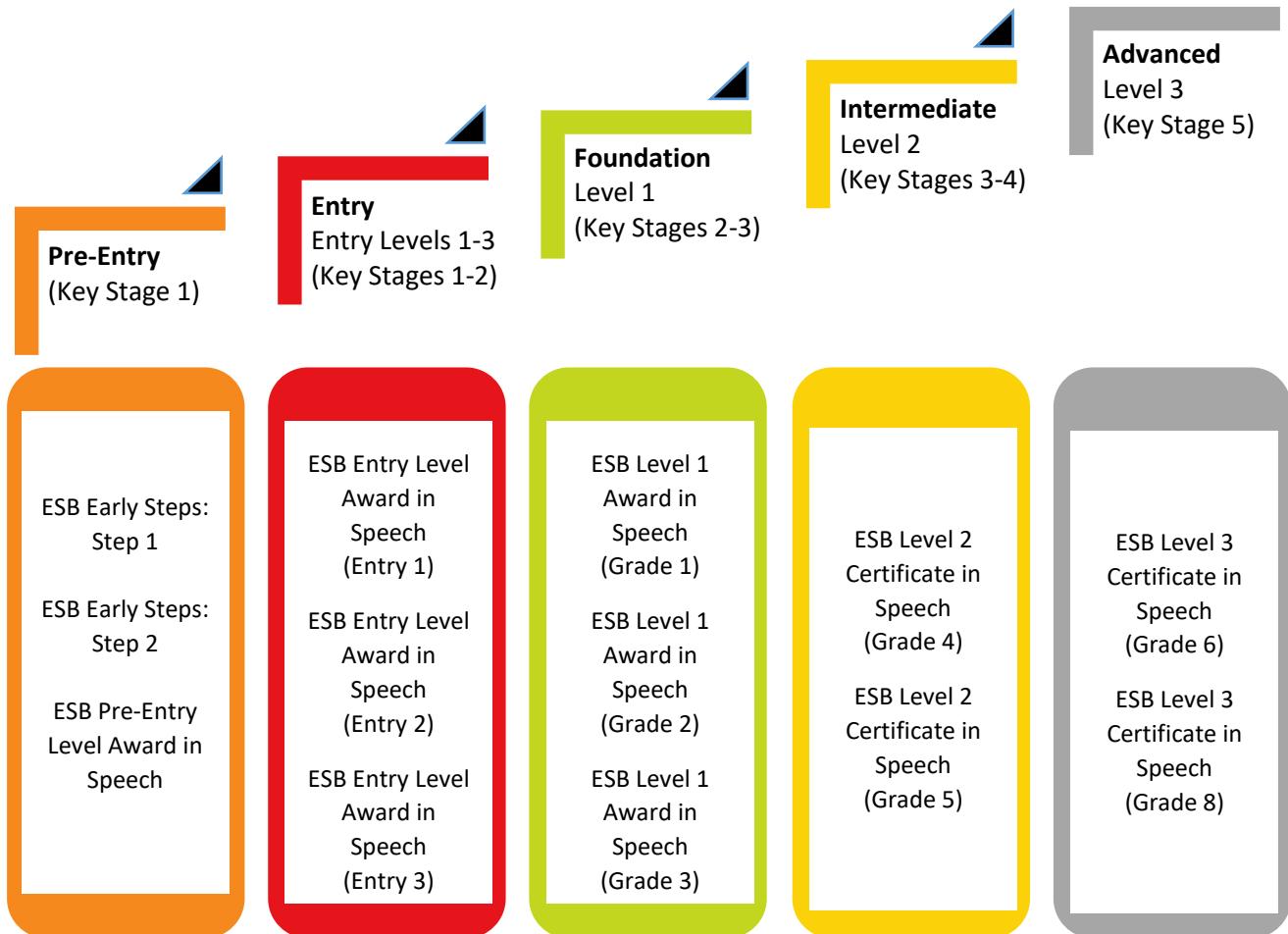
Qualification Equivalence

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 B1, the lower of the two B levels on the CEFR, which describes 'independent users' as those who can understand the main points of clear standard input on familiar matters regularly encountered in work, school and leisure; deal with most situations likely to arise whilst travelling in an area where the language is spoken; produce simple connected text on topics which are familiar or of personal interest; describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans ([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](#)).

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 \(coe.int\)](#).

Communicative Language Activities and Strategies – B1 Young Learners

Spoken Reception

Overall listening comprehension

- ✓ Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

Listening as a member of a live audience

- ✓ Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

Written Reception

Overall reading comprehension

- ✓ Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.

Reading for pleasure

- ✓ Can follow the plot of stories and simple novels with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.
- ✓ Can understand simple poems and song lyrics that communicate ideas in straightforward language and style.

Spoken Interaction

Overall spoken interaction

- ✓ Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.
- ✓ Can exchange, check, and confirm information, deal with less routine situations and explain why something is a problem.
- ✓ Can express thoughts on more abstract, cultural topics such as films, books, music etc.

Conversation

- ✓ Can enter unprepared into conversations on familiar topics.
- ✓ Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.

Information Exchange

- ✓ Can exchange, check, and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Spoken Production

Overall spoken production

- ✓ Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

Sustained monologue – giving information

- ✓ Can explain the main points in an idea or problem with reasonable precision.
- ✓ Can describe how to do something, giving detailed instructions.

Addressing audiences

- ✓ Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
- ✓ Can take follow up questions but may have to ask for repetition if the speech was rapid.

Processing text - expressing a personal response to literature and art

- ✓ Can explain why certain parts or aspects of a work of literature or art especially interested him/her.
- ✓ Can describe the emotions he/she experienced at a certain point in a story and explain why.
- ✓ Can briefly explain the feelings and opinions that a work provoked in him/her.

Communicative Language Competencies

General linguistic range

- ✓ B1+ Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.
- ✓ B1 Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

Overall Phonological control

- ✓ Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels.
- ✓ Accent is generally influenced by other language(s) he/she speaks, and this may occasionally affect intelligibility.

Assessment Overview

The assessment is divided into four sections:

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

Learners present a topic of personal interest.

For example, they might talk about: a hobby, an outdoor pursuit, or a sport they play or follow; a personal achievement such a qualification, badge or prize; or a contemporary issue such as conservation, recycling or space exploration.

Learners can refer to research and use audio/visual material, with practical demonstration where appropriate. Cue cards and PowerPoint pictures may be used.

Learners begin by introducing their choice of poem or piece of drama and explaining why they have chosen it.

They then present their memorised choice, 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 introducing a favourite story, persuading listeners to read it.

They should then read a prepared passage of approximately 200-300 words.

Learners answer questions from the assessor and the group after their talk.

They should also participate in a group discussion, joining in with comments and questions.

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 1) (A1) 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 within time limits. 1.2 Show evidence of research and personal involvement.
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. 2.3 Illustrate the talk with visual aids, which may include captioned PowerPoint pictures and demonstration where appropriate.
3	Recite a short poem (not a self-composition) from memory.	3.1 Make a personally apt choice. 3.2 Introduce the poem with a persuasive 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 book/story.	4.1 Make an appropriate choice. 4.2 Share the piece enthusiastically.
5	Introduce the reading, explaining the appeal of the book/story.	5.1 Give the title and author of the book. 5.2 Introduce the reading, clarifying the context of the chosen pages, and arousing interest in the book/story.
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 at least two questions about other presentations.

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 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	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.	Well thought-out and effectively planned; with thoughtful comments.
Style	Shows personal interest in topic. Topic is learned by heart.	Personal interest shown, reliant on memorised information or notes.	Mostly natural sounding, using notes.	Mostly natural sounding, using brief notes.	Confident command of material and language.
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 little effort to understand.	Speech is audible throughout. Most key words are pronounced correctly/clearly.	Speech is audible throughout. All common words 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 and with no reference to personal experience/interest. Uses clear phrases most of the time.	Detailed explanation, with individuality and reference to personal experience/interest. Connects words into phrases and simple sentences. At least one example of a compound sentence.
Visual Aids	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.	Sophisticated visual material, used confidently and competently in a way that enhances understanding.

Section 1: Talk Time: 2-3 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
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.	Shares content enthusiastically and competently with the whole group.

Section 2: Speaking by Heart Time: 1-2 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	Brief introduction and reason for choice with prompting.	Brief introduction and reason for choice.	Fuller introduction, thoughtful reasons for choice.	Detailed introduction with thoughtful reasons for choice.	Gives title and poet with reasons and enthusiasm, awakening interest.
Memory	Needs occasional 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. Clarity is developing.	Clear, audible voice.	Audible with some variation of pitch, pace or tone.	Voice has vitality and candidate uses facial expression.	Appropriate phrasing. Pace is mostly controlled and there is some use of pause.
Choice and Interpretation	Choice allows candidate to develop the rhythm and structure.	Choice allows candidate 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.
Pauses for meaning	One or two pauses 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.

Section 3: Reading Aloud Time: 1 minute	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of book 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	Simple, brief introduction without context.	Short introduction including brief context.	Clear introduction setting the prepared passage in context.	Fuller introduction with context.	Interest aroused by enthusiasm for the book/passage. Detailed context, clearly established.
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.
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.

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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