



Group
Speaking

ESB Entry Level Award in Group Speaking

(Entry 3)



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Introduction

ESB promotes and assesses spoken English in a wide range of educational centres: primary and secondary schools, further and higher educational establishments, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB is a charitable organisation which was founded in 1953 to pioneer the practice and assessment of oral communication and to recognise its fundamental importance to education.

ESB has grown into an international organisation assessing extensively in the UK, Europe, the Far East and West Indies.



Qualification Profile

Unit Aim - The overall aim of the qualification is to promote clear, effective, confident oral communication and responses within a participating group of at least 6 children. Graded Assessments are mapped to the statutory requirements for Spoken Language in the National Curriculum.

Qualification Entry Level Award in Group Speaking (Entry 3)	
Assessment method	<i>External Assessment</i>
Grading	<i>Pass, Good Pass, Merit, Merit Plus, Distinction- all endorsed</i>
Total Group Time	<i>18 Minutes</i>
Credit value	<i>2</i>
Guided learning hours (GLH)	<i>20</i>
Total Qualification Time (TQT)	<i>25</i>
Age range	<i>7-10</i>
Target Group	<i>Indicative age is 7 – 10 , Years 2 to 5 but this is not prescriptive; the assessment may be taken by younger or older candidates</i>

Group Speaking Entry 3 – All tasks take place as a participating group with a minimum of six candidates. All sections are compulsory for the group.

Group Speaking Entry 3 18 Minutes	Section 1: Speaking from memory (not self-composition) Time: 7-8 Minutes Own choice. Speak from memory a poem chosen by the group. Say the title and the poet's name first and give a detailed reason for the choice.	Section 2: Telling a story Time: 7-8 Minutes Own choice of prose from memory. Say the title and author's name first and explain what makes the story interesting.	Section 3: Listening and Responding Time: 2-3 Minutes At the end of the presentation be prepared to answer brief questions from the assessor on one of the group's choice.
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Glossary	
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the Regulated Qualifications Framework (RQF).
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner-initiated private study, preparation and marking of formative assessment is not taken into account.
Total qualification time (TQT)	TQT is an estimate of the number of hours a learner will reasonably be likely to spend in preparation and study and assessment time which is directed by the teacher but not supervised.
Learning outcomes	The learning outcomes are the most important component of the unit. They set out what is expected in terms of knowledge, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place.
Indicative content	Provides guidance and advice on the key words.

Qualification Progression

ESB Entry Level Award in Group Speaking (Entry 2)

- Usually taken in Year Groups 1 -3
- Indicative Ages 6-8

ESB Entry Level Award in Group Speaking (Entry 3)

- Usually taken in Year Groups 2-5
- Indicative Ages 7-10

ESB Level 1 Award in Group Speaking

- Usually taken in Year Group 5-9
- Indicative Ages 10-14

Assessment Guidance

The ESB Group Speaking Grades have been created for a number of learners and are designed to encourage an imaginative and enjoyable exploration of verse and prose in a group setting. Although there is a minimum requirement of six learners there is no upper limit and ESB encourages whole group entries of different ages and abilities. These grades are a good introduction to ESB's Graded Speaking Examinations and help to build confidence and team work as well as enabling progression to our other Junior and Senior Grades.

The qualification is externally assessed and quality assured by ESB. The assessment is based on each individual meeting the learning outcomes and assessment criteria. The assessment process and outcome is independent but the tutor is encouraged to sit in as part of the audience.

The assessor assesses each group in turn, in the presence of the other groups, as appropriate. The assessor provides general oral feedback to the group at assessment. The ESB assessor also provides a specific written report for each group on each aspect of the assessment, with guidance, where needed, for future progress. These reports are returned to the centre following assessment.

Qualification Criteria

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Introduce and recite a poem (not a self-composition) from memory	1.1 Make an appropriate choice and theme for the group 1.2 Introduce the poem with detailed reasons for the choice 1.3 Commit the words to memory 1.4 Use vocal and facial expression 1.5 Share the mood and spirit of the poem harmoniously and imaginatively 1.6 Interact with the whole group
2	Introduce and share a story or piece of prose from memory	2.1 Make a challenging and appropriate choice of prose and theme for the group 2.2 Introduce the story detailing what makes it interesting for the group 2.3 Commit the words to memory 2.4 Use vocal and facial expression 2.5 Share with the audience imaginatively using appropriate staging and effects
3	Speak clearly and with projection	3.1 Speak using variation of pitch 3.2 Speak using variation of pace 3.3 Speak using variation of pause 3.4 Speak using variation of tone and colour 3.5 Speak using variation of volume 3.6 Speak using good projection 3.7 Share voices harmoniously
4	Be able to answer questions about both of the choices	4.1 Give detailed answers 4.2 Give lively answers 4.3 Behave positively and courteously as a group throughout

Guidance for Teachers

1. Choosing a theme

Discuss different themes with your group and consider how to make links between the poetry and prose selected. There is no set theme but some possibilities could be Earth, Wind and Fire, Fairy Tales, Monsters, or Schools.

2. The group will be able to introduce and recite a poem from memory related to the chosen theme.

Help the group choose a piece that they will enjoy performing (not self-composition). Choose a poem (narrative, lyrical, dramatic or humorous) that is flexible enough to take many voices and read the poem to the class at least once or twice in the week before the first Group Speaking lesson. Listen to your children's voices and create an orchestra with them. Play with the use of repetition and include changes of pace, pitch, pause, tone amount and tone quality, but don't make divisions unnecessarily. By allowing children to speak the direct and indirect speech in a line, it is easier to create atmosphere. The form should dictate the arrangement. Arrange your children in interesting groups and levels. Include gesture and movement where appropriate. Concentrate on making the introduction enthusiastic and interesting for the listeners.

Take care not to interpret 'Group Speaking' to mean 'Unison Speaking' as the effect of a whole class reciting a whole poem together can be monotonous. Don't be afraid to use the hands to 'conduct' the group to indicate the natural flow of the words, in order to avoid an over labouring of the metre.

Don't ignore the natural divisions of the poem. Is it:

A question and answer style?

A narrative with a refrain?

An obvious division with a number of different characters?

A sequential story which will require a sequence of groups to tell it, one after the other?

A poem that requires an accumulation of voices to match the cumulative effect of the poem?

Please provide a copy of the poem for the assessor.

3. The group will be able to introduce and retell a story from memory related to the chosen theme

Choose a piece of prose that is interesting to the listener and at a key point in the story. Look for a wide variety of characters and different voices that the group can bring to life, as well as the narration. Examples of stories could include a retelling of one of the Grimm's Fairy Tales, Aesop's Fables, King Midas, The Tortoise and the Hare, any books by David Walliams. Let the children use improvisation to take the story off text and devise their own interpretation. Encourage the children to add their own ideas to their programme to make it their own achievement. Look at the possibility of using props, subtle costume (hats, canes, scarves) percussion instruments and movement to bring the piece to life. Avoid using masks as this limits vocal projection and hinders facial expression/audience contact.

4. Speak clearly and loudly

Encourage the group to project their voices firmly and confidently to a point at the back of the room. They should speak clearly and with enthusiasm, varying the pitch, pace, tone amount and tone quality to help make the delivery interesting. Don't be tempted to increase the pace or include a sudden burst of volume if it's not related to the sense of the piece. Encourage the children to breathe from the diaphragm. Good breath control will help the voice to carry. Remember to include use of pause, for sense and effects such as suspense. Don't promote over-emphasis purely for 'effect'. Allow the thought and feeling to be conveyed over whole phrases, not isolated words.

5. Use of facial expression

Play some games to encourage facial expression and use it in their pieces to help convey the mood and meaning of their choices to their audience. Pretend to be an angry bull, a happy horse, a brave lion etc. Choose an emotion such as happy, excited, nervous, sad, angry or grumpy and play with these emotions on a scale from 1 to 10 increasing the feeling to express this in faces and even body language.

6. Encourage the group to work as a team

Divide the group up into smaller groups to discuss ideas for themes and any books or poems they have enjoyed. Have a Q and A session on what makes this a good poem/book or choice of theme. Get them to ask open ended questions. Listening to each other will prepare them for listening to the assessor. Questions may have already been prepared and practised but should be natural with enthusiastic responses.

Group Speaking Entry 3 Grading Criteria

We have designed our assessment and examinations to motivate and engage learners at all ages and levels. During the assessment/examination process the assessor will mark against a set of criteria known as learning outcomes and assessment criteria; see table below. The overall grade will be allocated on the group's ability to meet the criteria. Percentage marks are not annotated on reports or certificates but equate as follows: Pass = 50% Merit = 75%+ Distinction = 90%+.

Section 1 Time: 7-8 Minutes	Pass	<i>Good Pass</i>	Merit	<i>Merit Plus</i>	Distinction
Choice of Material and Introduction	The group gives title and poet. Appropriate choice.	The group gives title and poet with brief reasons for choice or theme. Appropriate choice of poem and theme.	The group gives title and poet with brief reasons for choice or theme. A good choice of poem and theme with some opportunity for effective grouping and allocation of voices.	The group gives title and poet with fuller reasons for choice and theme and some reference to the text. A thoughtful choice with good opportunity for effective grouping and allocation of voices.	The group gives title and poet with detailed reasons for choice and theme with clear reference to the text. A challenging choice with excellent opportunity for effective grouping and allocation of voices.
Memory	The group remembers lines with two prompts.	The group remembers lines with one prompt.	The group remembers words securely. No prompts required, but some hesitation.	The group remembers words securely with clear concentration.	The group remembers words with total security.
Voice/Delivery	Audible voices with clarity of diction.	Audible voices with clarity of diction and projection.	Audible voices with clarity of diction, projection together with variation of pace, pitch, tone and colour.	Audible voices with clarity of diction, good projection together with variation of pace, pitch, tone and colour and facial expression.	Audible and lively voices harmoniously blended throughout the performance using a variety of vocal range and full facial expression.

Section 1 Time: 7-8 Minutes	Pass	<i>Good Pass</i>	Merit	<i>Merit Plus</i>	Distinction
Interpretation	The group concentrates on metre or structure.	The group is beginning to convey mood of the piece.	The group mostly conveys mood of the piece.	The mood of the piece is conveyed with understanding by the group.	The mood of the piece is conveyed with understanding and enthusiasm and an imaginative delivery by the whole group.
Communication	The group shows some audience awareness.	The group is mostly audience aware.	The group is audience aware.	The group is audience aware and makes good eye contact.	The whole group is sensitive to the audience and engages them.
Group Collaboration	The group is beginning to focus.	The group works with focus some of the time.	The group works with focus most of the time.	The group works with good focus, timing and with sensitivity.	The whole group works with total focus and cohesion throughout and shows excellent team effort.

Section 2 Time: 7-8 Minutes	Pass	Good Pass	Merit	Merit Plus	Distinction
Choice of Material and Introduction	The group gives title and author. Appropriate choice.	The group gives the title and author with brief reasons for choice or theme. Appropriate choice of poem and theme.	The group gives the title and author with brief explanation of choice or theme. A good choice of prose and theme with some opportunity for effective grouping and allocation of voices.	The group gives the title and author with fuller explanation of choice and links between themes and sets story in context. A thoughtful choice with good opportunity for effective grouping and allocation of voices.	The group gives the title and author with detailed explanation and reference to choice and theme as well as setting story in clear context. A challenging choice with excellent opportunity for effective grouping and allocation of voices.
Memory	The group remembers lines with two prompts.	The group remembers lines with one prompt.	The group remembers words securely. No prompts required, but some hesitation.	The group remembers words securely with clear concentration.	The group remembers words with total security.
Voice / Delivery	The group is beginning to use a range of vocal dynamics.	The group uses a range of vocal dynamics some of the time.	The group uses a range of vocal dynamics with either some technical or artistic control some of the time.	The group uses a range of vocal dynamics with some technical and artistic control and some appropriate facial expression most of the time.	The group uses a range of vocal dynamics with appropriate technical and artistic control and appropriate facial expression throughout.
Interpretation	Meaning and mood are mostly conveyed by the group.	Meaning and mood are conveyed by the group appropriately.	Meaning and mood are conveyed by the group with some special effects to enhance the piece appropriately.	Meaning and mood are conveyed by the group effectively with special effects and good staging.	The whole group retells the story enthusiastically bringing it to life, with effective staging and some interesting special effects.
Communication	The group shows some audience awareness.	The group is mostly audience aware.	The group is audience aware.	The group is audience aware and makes good eye contact.	The whole group is sensitive to the audience and engages them.
Group Collaboration	The group demonstrates a collaborative approach.	The group has begun to collaborate together.	The group works with collaboration most of the time.	The group works with good collaboration, timing and with sensitivity.	The whole group works with total collaboration and cohesion throughout and shows excellent team work.

Section 3 Time: 2-3 Minutes	Pass	Good Pass	Merit	Merit Plus	Distinction
Listening Skills	Some of the group listen and understand most questions asked.	Most of the group listen and understand most questions asked.	The group listens and understands all questions asked.	The group listens with concentration and understands all questions.	The group listens with full concentration and understands all questions fully.
Responding to questions	Only a few members of the group respond to questions asked with brief responses.	Several members of the group respond to questions with good answers.	Most of the group are keen to respond with thoughtful answers.	The group is responsive to questions asked with full answers.	The group is keen to answer questions asked with enthusiasm and full detailed answers.
Taking part in the group	Some of the group participate.	Most of the group participate.	All of the group participate.	The group participates with enthusiasm.	The group participates with enthusiasm and sensitivity to other group members.

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