



Primary

# Junior Grade One

(Entry 1)



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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 colleges, 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.



## Junior Grade One Year Group 3 / Indicative Ages 7-8

**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 Junior Grade One (Entry Level)	
<b>Assessment method</b>	External Assessment
<b>Grading</b>	Pass, Good Pass (Endorsed), Merit, Merit Plus (Endorsed) Distinction
<b>Accreditation Information</b>	Ofqual Start Date: N/A  SQA Start Date: 31/7/2014      Code: R396 04
<b>Total Individual Time</b>	10 Minutes
<b>Credit value</b>	N/A
<b>Guided learning hours (GLH)</b>	N/A
<b>Age range</b>	7-8
<b>Target Group</b>	<ul style="list-style-type: none"> <li>Indicative age is Year 3, but this is not prescriptive; the assessment may be taken by younger or older candidates</li> </ul>

Junior Grade 1: Syllabus Content Summary				
All tasks take place in a participating group context of <b>at least 6 children</b> . All tasks are mandatory and solo				
<b>Junior 1</b> 10 Minutes	<b>Section 1: Talk Show and Explain</b> <b>2 Minutes</b> Talk about an object, model or game and explain how it works or is used.	<b>Section 2: Speaking by Heart (not self-composition)</b> <b>Own choice</b> <b>1 Minute</b> Speak by heart a poem you enjoy. Say the title and the poet's name first and why you like it.	<b>Section 3: Reading Aloud</b> <b>2 Minutes</b> Read a prepared passage of about 100-150 words. Introduce it saying why you have enjoyed it.	<b>Section 4: Listening and Responding</b> Answer questions from the assessor and the group after the talk.

<b>Glossary</b>	
<b>Level</b>	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 Qualifications and Credit Framework (QCF).
<b>Credit value</b>	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.
<b>Guided learning hours (GLH)</b>	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.
<b>Learning outcomes</b>	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.
<b>Assessment criteria</b>	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.
<b>Indicative content</b>	Provides guidance and advice on the key words.

## Qualification Progression

### Junior Grade 2

- Usually taken in Year Group 4 / Indicative Ages 8-9

### Junior Grade 3

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

### Junior Medallion

- Usually taken in Year Group 6 / Indicative Ages 10 -11

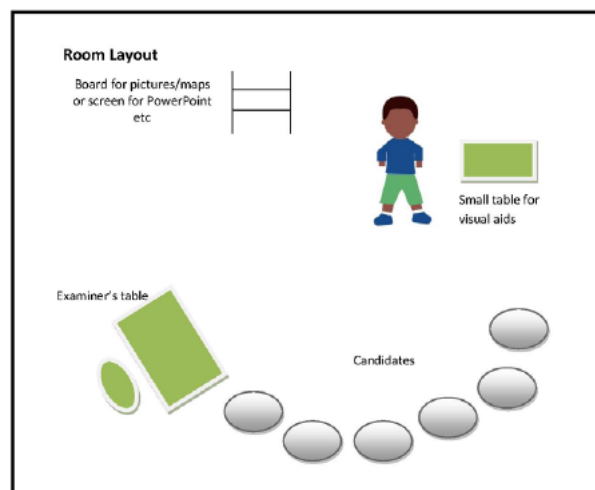
## Assessment Guidance

This qualification is externally assessed and quality assured by ESB. The assessment is based on each individual meeting the learning outcomes and assessment criteria, including the ability of the speaker to participate in turn as part of the listening, responding audience. The assessment process and outcome is independent but the tutor is encouraged to sit in as part of the audience.

The recommended maximum number of candidates for assessment at Junior Grade 1 is 26 for one examiner in a day to allow for individual time schedules, changeover and breaks. For larger numbers ESB can provide additional examiner(s) on the same day or assessments may be run over consecutive days.

Each candidate must present to a minimum audience of 5 to allow for full interaction. There may be occasions where not all members of the audience are entrants for Junior Grade 1 or entrants for the same ESB assessment syllabus. The assessment process works most effectively with a small group as audience, rather than the whole class.

The assessment group should be seated in a horseshoe with the assessor at one end and the speaker in the mouth of the horseshoe. This allows for easy eye contact across the group and ensures the assessor is part of the audience.



The assessor assesses each candidate in turn, in the presence of the group. The assessor provides general oral feedback to the group at assessment.

The ESB assessor also provides a specific written report for each candidate on each aspect of the assessment, with guidance where needed for future progress. These reports are returned to the centre following assessment.



## Qualification Criteria

<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>
1	Plan a talk of up to two minutes' duration	1.1 Show evidence of planning 1.2 Link detail to own experience 1.3 Present chosen object confidently 1.4 Share content enthusiastically <b>without notes</b>
2	Speak in front of a small group and an assessor	2.1 Share an object, model or game with a listening group note-free 2.2 Tell listeners about it in a spontaneous manner
3	Recite a short poem ( <b>not a self-composition</b> ) from memory	3.1 Make an appropriate choice 3.2 Commit the words to memory 3.3 Share the poem enthusiastically
4	Read aloud a chosen passage from a favourite story	4.1 Make a challenging choice appropriate to reading ability 4.2 Share content enthusiastically
5.	Introduce the poem and reading, explaining reasons for choice	5.1 Give the title and author of the poem with a detailed reason for choice 5.2 Give the title and author of the book clearly, with vitality and reasons for choice
6	Speak clearly and loudly enough for the listeners to hear	6.1 Speak using variation of pitch 6.2 Speak using variation of pace 6.3 Speak using variation of tone 6.4 Speak with vocal strength
7	Answer questions from others	7.1 Offer lively responses and related ideas 7.2 Answer clearly and thoughtfully
8	Listen quietly to the presentation of all the others in the group	8.1 Sit still 8.2 Look at other speakers 8.3 Behave positively and courteously throughout
9	Ask factual questions or make relevant comments at appropriate times	9.1 Find thoughtful questions to ask when the opportunity presents itself

## Guidance for Teachers

### 1. The learner will be able to plan a talk of up to two minutes' duration

Candidates should choose something special to them, which they have plenty to talk about. It may help them to include how they came to acquire the object of their talk, where it is kept, or something that happened to do with it. They might choose to talk about: *a collection they are making, something they have made, or a game they love to play*. They should include personal detail. **Notes should not be used.**

### 2. Speak in front of a small group and an assessor

Practise working in small groups. If candidates work in groups of 6, they can discuss and help each other. Often a pupil will say, "Sophie, you could talk about the camera you had for your birthday" etc... (Sophie has forgotten about the camera!)

Group work enables the teacher to move about – adding their own suggestions. A list of examples can also help to "spark off" ideas.

### 3. Recite a short poem from memory

Help children to choose something that they really like (not a self-composition). Examples of successful choices at this level might include: *The Quarrel by Eleanor Farjeon; My Grannies by June Crebbin; Some One by Walter de la Mare*. Steer them in the direction of a choice you know will give them the best opportunity for showing what they can do. If there is too much choice and time is limited perhaps the teacher could select a number of suitable poems and allow each group (6 pupils) to have about 10 to read and pass round. Each pupil would then select one or two to read aloud, initially to the group, and then possibly two or three groups could be brought together.

### 4. Read aloud a chosen passage from a favourite story

Concentrate on helping the candidate to make the reading really interesting for the listeners. Examples of successful choices at this level might include: *The BFG by Roald Dahl, Captain Underpants by Dave Pilkey; George Speaks by Dick King Smith*. A selection has to be chosen of about 100 words and can be practised in class. Encourage pupils to choose their favourite part in the story, ideally with some dialogue. Reading Aloud practice can also be done in the small groups. Prior to practising, pupils need to be guided about introducing the book – "I am reading an extract from 'The BFG by Roald Dahl'", giving reasons for the choice. **Please see Centre Handbook for information on Reasonable Adjustments for candidates with dyslexia etc.**

### 5. Introduce the poem and reading, explaining reasons for choice

Concentrate on helping candidates to make the introduction enthusiastic and interesting for the listeners; if they can arouse our interest in the poem/book purely from their introduction, this is a successful way to begin. Ensure that the introductions are natural – avoid using notes.

### 6. Speak clearly and loudly enough for the listeners to hear

Candidates should project the voice firmly and confidently. They should speak clearly, with enthusiasm, varying the **pitch**, **pace** and **volume** to help make the delivery interesting. Encourage candidates to take time to breathe in properly, as this will help to carry the voice. Pauses are important to give the listeners time to take in the information. Use of **emphasis** will help to highlight important points.

### 7. Answer questions from others

Candidates should be ready to answer questions from the assessor and listeners at any time. Aim for clear, succinct answers and ensure that candidates really listen to the questions that are being asked.

### 8. Listen quietly to the presentations of all the others in the group

Listening encouragingly is a skill which must be learnt over time. Encourage candidates to support each other and to act courteously and respectfully at all times.

### 9. Ask factual questions or make relevant comments at appropriate times

Candidates are assessed on their listening skills and their ability to ask questions at the end of a talk – even a question about the poem or reading book is encouraged. They should be asking questions because they did not understand something or because they want to know more. They should be encouraged to ask open-ended questions:

“**Why** did you ...?”

“**What** happens if you ...?”

“**How** do you ...?”

“Can you tell us about ...?”

**Never** use prepared and practised questions!

## Junior Grade One 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 you against a set of criteria known as learning outcomes and assessment criteria; see table below. The overall grade will be allocated on the learner'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 Presenting <i>Time: 2 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
<b>Structure</b>	Some evidence of sequencing, to approximate time	Evidence of sequencing with clear beginning or ending	Talk structured, with clear beginning and ending	Clearly structured with originality in beginning and/or ending	Well thought-out planning with originality in beginning, body and ending
<b>Style</b>	Shows personal interest in topic. Learnt / memorised with some use of notes	Personal interest shown, mostly reliant on memorised information	Clearly phrased, with natural delivery in places	Mostly spontaneous	Fluent speech, spontaneous delivery
<b>Voice and speech</b>	Clear or audible voice	Clear and audible voice	Clear, audible, even delivery	Clear and audible with some variation of pitch, pace or tone	Voice has vitality
<b>Content</b>	General explanation	General explanation with some elements of clear detail	Mostly clear detail	Clearly detailed but with little or no reference to personal experience	Detailed explanation, with individuality and reference to personal experience
<b>Visual Aids</b>	Shows chosen object	Refers to chosen object at least once	Presents chosen object confidently	Talk is built around chosen object	Presents chosen object confidently and competently
<b>Communication</b>	Some audience awareness	Looks up at beginning and end and at frequent intervals during the presentation	Shares content with assessor and/or some but not all the group	Shares content with the assessor and the whole group	Shares content enthusiastically and competently with the whole group

Section 2 Speaking by Heart <i>Time: 1 Minute</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
<b>Introduction</b>	Gives title and poet.	Gives title and poet with brief reasons.	Gives title and poet with fuller reason.	Gives title and poet with detailed reason.	Gives title and poet with detailed reason and enthusiasm.
<b>Memory</b>	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.
<b>Voice / Delivery</b>	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear and audible with some variation of pitch, pace or tone.	Voice has vitality and candidate uses facial expression.
<b>Choice and Interpretation</b>	Choice allows candidate to concentrate on the rhythm or 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 share the poem with understanding and enthusiasm.

Section 3 Reading Aloud <i>Time: 2 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
<b>Choice of book and passage/pages</b>	An appropriate choice of the right length.	A choice of suitable length with some opportunity for variety.	A choice with regular opportunity for variety.	A piece with variety which offers some challenges for the reader.	A challenging choice appropriate for your reading ability.
<b>Introduction</b>	Gives title.	Gives title clearly.	Gives title and author.	Gives title and author clearly.	Gives title and author with some additional detail and enthusiasm.
<b>Style</b>	Mainly fluent with regular hesitation.	Mostly fluent with minor hesitation.	Fluent, unhurried reading.	Fluent throughout.	Lively reading.
<b>Voice / Delivery</b>	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear and audible with some variation of pitch, pace or tone.	Voice has vocal strength and vitality.
<b>Communication</b>	<b>Audience</b> awareness at beginning and end.	Glances up occasionally.	Shares with listeners from time to time.	Regular eye-contact with the audience	Shares content enthusiastically, while keeping the flow.

Section 4 Listening and Responding	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
<b>Listening Skills</b>	Listens and understands some questions.	Listens and understands most questions.	Listens and understands all questions.	Listens and understands all questions fully.	Listens and understands all questions fully and checks some aspects.
<b>Responding to Questions</b>	Brief responses.	Developing fuller answers.	Fuller answers.	Some lively responses.	Lively responses and related ideas.
<b>Asking Questions</b>	Asks one or two simple questions.	Asks several simple questions.	Questions seek new information.	Thoughtful and more complex questions.	Thoughtful and more complex questions and relevant comments.
<b>Taking part in the Group</b>	Brief contributions when reminded.	Brief contributions without being reminded.	Takes part mostly appropriately.	More extensive contributions.	Always ready to take part Supportively.
<b>General</b>	Generally passive member of the group.	Some engagement with the group.	Encouraging attitude to rest of group.	Positive, helpful or courteous to rest of group.	Positive, helpful and courteous to rest of group throughout.

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