



Primary

# Junior Grade Three

(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 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 Three Year Group 5 / Indicative Ages 9-10

**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.

<b>Qualification Junior Grade Three (Entry Level)</b>	
<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: R398 04
<b>Total Individual Time</b>	12 Minutes
<b>Credit value</b>	N/A
<b>Guided learning hours (GLH)</b>	N/A
<b>Age range</b>	9-10
<b>Target Group</b>	<ul style="list-style-type: none"> <li>Indicative age is Year 5, but this is not prescriptive; the assessment may be taken by younger or older candidates</li> </ul>

<b>Junior Grade 3: Syllabus Content Summary</b>				
<i>All tasks take place in a participating group context of <b>at least 6 children</b>. All tasks are mandatory and solo.</i>				
<b>Junior 3</b> 12 Minutes	<b>Section 1: Explaining How</b> 3 Minutes Talk about something you have achieved, made, grown or learned about. Use visual aids to support your talk. Cue cards may be used if necessary.	<b>Section 2: Speaking by Heart</b> (not self-composition) <b>Own choice</b> 2 Minutes Introduce and present a memorised poem or drama extract with reasons for your choice.	<b>Section 3: Reading Aloud</b> 2 Minutes Prepare 6-12 pages containing dialogue from a favourite book for the assessor to choose an extract to be read aloud. Place the extract in the context of the story.	<b>Section 4: Listening and Responding</b> Answer questions after any of your sections. Listen responsively, ask questions and join in with discussion.

## Glossary

<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 Medallion

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

### Oral Skills for School Interviews

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

### Senior Introductory

- Usually taken in Year Group 7 / Indicative Ages 11-12

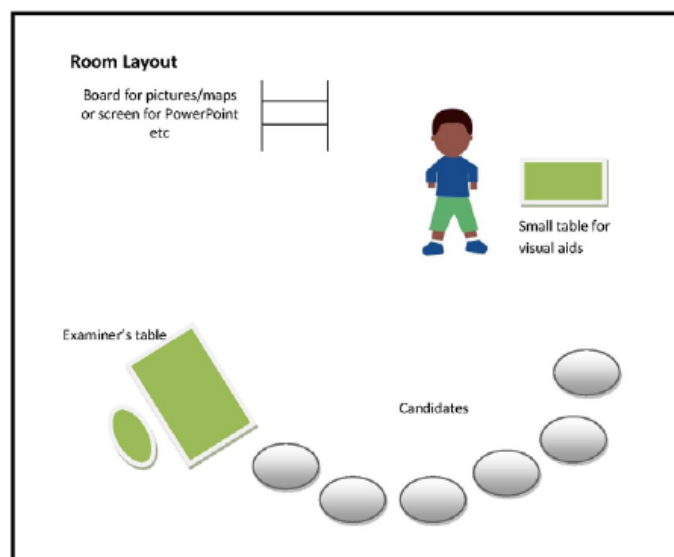
## Assessment Guidance

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 3 is 22 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 3 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 three 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 Tell the assessor and the listening group about something achieved, made, grown or learnt 2.2 Share content enthusiastically 2.3 Use visual aids smoothly
3	Introduce and present a memorised poem or piece of solo drama of appropriate maturity ( <b>not a self-composition</b> )	3.1 Make a choice of appropriate content, length and complexity 3.2 Introduce the piece in a way that awakens interest 3.3 Commit the words to memory 3.4 Deliver the piece in a thoughtful way
4	Practise six to twelve pages, containing dialogue, from a favourite book	4.1 Make a challenging choice appropriate to reading ability
5	Introduce the reading, placing the passage in the context of the story	5.1 Give the title and author of the book 5.2 Take half a minute to introduce your reading clarifying the context of the chosen pages
6	Read aloud a passage selected by the assessor from the prepared pages	6.1 Make clear contrast between narrative and dialogue 6.2 Use pause appropriately 6.2 Respond vocally and facially to the words 6.3 Make eye contact with listeners
7	Speak clearly and loudly enough for the listeners to hear	7.1 Speak using variation of pitch 7.2 Speak using variation of pace 7.3 Speak using variation of tone 7.4 Speak with vocal strength
8	Answer questions briefly from others	8.1 Give lively responses and related ideas, showing excellent communication skills
9	Listen quietly to the presentations of everyone else	9.1 Sit still 9.2 Look at other speakers 9.3 Behave positively and courteously throughout
10	Ask factual questions and make relevant comments appropriate times	10.1 Find thoughtful questions to ask when the opportunity presents itself 10.2 Offer own ideas and supportive comments to support the group

## Guidance for Teachers

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

Candidates might talk about: *how they gained a certificate; a trophy they have won, making or growing something; the planets, the Tudors.* Practise openings and conclusions, avoiding repetitive 'Today I'm going to talk about...' or 'Thank you for listening to my talk, are there any questions?' Discuss how displays, and demonstration if used, can be integrated smoothly into the talk. Demonstration, if used, must be integrated into the 3 minutes allocated. Brief, key word notes may be used – the examiner may ask to see these.

### 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. Introduce and present a memorise poem or piece of drama of appropriate maturity

Help candidates to choose something that they really like (not a self-composition). Steer them in the direction of a choice you know will give them the best opportunity for showing what they can do. Examples of successful verse and solo drama at this level might include: *The Witch's Ride by Karla Kuskin; A Small Dragon by Brian Patten, Something Told the Wild Geese by Rachel Field; Toad of Toad Hall by AA Milne; A Little Princess by Frances Hodgson-Burnett.* If there is too much choice and time is limited perhaps the teacher could select a number of suitable poems or 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. Concentrate on making the introduction enthusiastic and interesting for the listeners; if they can arouse our interest in the poem purely from their introduction, this is a successful way to begin. If drama is chosen, hand props may be used, but not costume. Ensure that introductions are natural and spontaneous **and that a copy of the piece is provided for the assessor.**

#### 4. Practise six to twelve pages\*, including dialogue, from a favourite book

Concentrate on making the reading really interesting for the listeners. Try to steer candidates towards choose an exciting part of the book where something interesting in happening. Examples of successful choices at this level might include: *Fergus Crane by Paul Stewart and Chris Riddell*; *Matilda by Roald Dahl*; *The Butterfly Lion by Michael Morpurgo*. Practise using eye contact (or otherwise pointing to the text, for visually impaired candidates) at key moments. **Please see Centre Handbook for information on Reasonable Adjustments for candidates with dyslexia etc.**

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 ‘Matilda’ by Roald Dahl*” giving the required detail for the grade.

#### 5. Introduce the reading, placing the passage in the context of the story

Ensure that introductions are natural and spontaneous – avoid letting the candidates learn/read their introductions. Group discussion work on reading books can be based on questions that might form part of class work on book reviews–

- (a) Tell the group what the book is about.
- (b) Who are the main characters?
- (c) What is happening in this part of the book?
- (d) What do you particularly enjoy about this book?
- (e) How does it end? Would you have liked a different ending? Why?

#### 6. Read aloud a passage selected by the assessor

Aim to help candidates to really bring the characters to life. Practise paired reading and reading in small groups. Work towards developing eye contact from simply looking up, to sharing the reading with the whole group and drawing listeners into the story with use of facial expression as well as eye contact.

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

Project the voice firmly and confidently. Speak clearly, with enthusiasm, varying the **pitch**, **pace**, and **volume** to help make the delivery interesting. Take time to breathe in properly, as this will help to carry your voice. Pauses are important to give the listeners time to take in the information. Use of **emphasis** will help to highlight important points.

### 8. Answer questions briefly 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.

### 9. 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.

### 10. 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! Encourage lively, free speech – natural communication.

## Junior Grade Three 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: 3 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
<b>Structure</b>	Some evidence of an organised approach, to approximate time.	Evidence of organised approach 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. Reliant on notes or learnt text.	Personal interest shown, mostly reliant on memorised information.	Mostly natural sounding, using brief notes if necessary.	Spontaneous delivery, occasional reference to notes.	Fluent speech, unhindered by notes or memorisation.
<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 and speech have vitality. Content is sensitively paced for listeners.
<b>Content</b>	General explanation.	General explanation with some elements of clear detail.	Mostly clear detail.	Clearly detailed with little or no reference to personal experience.	Detailed explanation, with individuality and reference to personal experience.
<b>Visual Aids</b>	Shows visual aids.	Refers to visual aids at least once.	Presents chosen visual aids confidently.	Talk is built around visual aids.	Visual aids are of a high standard and are used confidently and competently.
<b>Communication</b>	Some audience awareness.	Looks up at beginning and end and at frequent intervals during the presentation.	Engages with assessor and/or some, but not all, of the group.	Engages with the assessor and the whole group.	Shares content enthusiastically and competently with the whole group.

Section 2 Speaking by Heart (Poetry or Solo Drama) <i>Time: 2 Minutes</i>	<b>Pass</b>	<i>Good Pass (Endorsed)</i>	<b>Merit</b>	<i>Merit Plus (Endorsed)</i>	<b>Distinction</b>
<b>Introduction</b>	Gives title and author.	Gives title and author with brief reasons.	Gives title and author with fuller, thoughtful reasons for choice.	Gives title and author with detailed reasons.	Gives title and author with detailed reasons and enthusiasm, awakening interest.
<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. Thoughtfully paced.
<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 show enjoyment.	Choice allows candidate to convey mood or spirit with understanding and enjoyment.	Choice allows candidate to share the mood or spirit of the poem with thoughtful interpretation.

Section 3 Reading Aloud <i>Time: 2 Minutes</i>	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Choice of book and passage/pages</b>	An appropriate choice of the required number of pages, containing dialogue.	A choice of suitable length with some opportunity for variety.	A lively or dramatic 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>	Simple, brief introduction without context.	Short introduction including brief context.	Clear introduction setting the prepared pages in context.	Fuller introduction with context.	Interest aroused by enthusiasm for the book. Detailed context, clearly established.
<b>Style</b>	Mainly fluent with regular hesitation.	Mainly fluent. Reading has minor hesitations or is rushed.	Lively reading with mainly appropriate pace.	Fluent throughout, well-paced.	Clear contrast between narrative and dialogue, including appropriate pauses.
<b>Voice / Delivery</b>	Audible voice.	Audible voice. Clarity is developing.	Clear, audible voice.	Clear, well-projected voice, with some variation of pitch, tone amount and/or tone quality.	Vocally and facially responds to the words.
<b>Communication</b>	Some eye contact or other sharing behaviour.	Shares with listeners from time to time.	Looks up regularly, while keeping the flow.	Looks up regularly, and comfortably, while keeping the flow.	Shows full awareness of listeners with easy eye contact or similar.

Section 4 Listening and Responding	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	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 some answers.	Developing fuller answers.	Fuller, more fluent answers.	Some lively responses.	Lively responses and related ideas, showing excellent communication skills.
<b>Asking Questions</b>	Asks one or two simple or repetitive questions.	Asks several simple or repetitive questions.	Questions seek additional information.	Thoughtful and more complex questions.	Thoughtful and more complex questions and relevant comments.
<b>Taking part in the group</b>	Takes part when reminded.	Brief contributions without being reminded.	Engages with the group.	More extensive contributions.	Offers own ideas and comments to support the group.
<b>General</b>	Quietly receptive 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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