



Secondary

# **ESB Level 1 Award in Graded Examination in Speech:**

## **Senior Introductory (Grade 2)**



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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.



## Senior Introductory Year Group 7 / Indicative Ages 11-12

**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 candidates. Graded Assessments are mapped to the statutory requirements for Spoken Language in the National Curriculum.

Qualification Senior Introductory (Level 1)	
<b>Assessment method</b>	External Assessment
<b>Grading</b>	Pass, Good Pass (Endorsed), Merit, Merit Plus (Endorsed) Distinction
<b>Total Individual Time</b>	13 Minutes
<b>Accreditation Information</b>	Ofqual Start Date: 01-Sep-2010      Code: 501/1664/2  SQA Start Date: 31/7/2014      Code: R400 04
<b>Credit value</b>	8
<b>Guided learning hours (GLH)</b>	18
<b>Age range</b>	11-12
<b>Target Group</b>	<ul style="list-style-type: none"> <li>Indicative age is year 7, but this is not prescriptive; the assessment may be taken by younger or older candidates. Senior Grades are suitable for key stages 3 and 4 of the National Curriculum. Outcomes for Senior 2 and Senior 3 are designed against GCSE requirements for Spoken Language</li> </ul>

Senior Introductory: Syllabus Content Summary				
<i>All tasks take place in a participating group context of at least 6 children. All tasks are mandatory and solo</i>				
<b>Senior Introductory</b> 13 Minutes	<b>Section 1: Prepared Talk</b> 4 minutes Give a talk with knowledge and enthusiasm on a topic of personal interest. Explain your involvement, offer opinion and advice and use supportive visual aids.	<b>Section 2: Speaking by Heart (not self-composition)</b> <b>Own Choice</b> 2 minutes Present memorised choice from poetry, spoken song lyric, prose, or drama, introducing the piece first to explain its appeal for you.	<b>Section 3: Reading to Listeners</b> 2 minutes Read a practised extract of 200 words including dialogue from a book choice to hold listeners' interest, introducing it with reasons for your choice.	<b>Section 4: Open Exchange of Ideas</b> Respond to questions and feedback from your own talk and contribute actively to group discussion.

## 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 Qualifications and Credit Framework (QCF).
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.
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

### Senior Grade 1

- Usually taken in Year Group 8/ Indicative Ages 12-13

### Oral Skills for Interviews (Level 1)

- Suitable for Year 8 upwards

### Senior Grade Two

- Usually taken in Year Group 9 / Indicative Ages 14-15

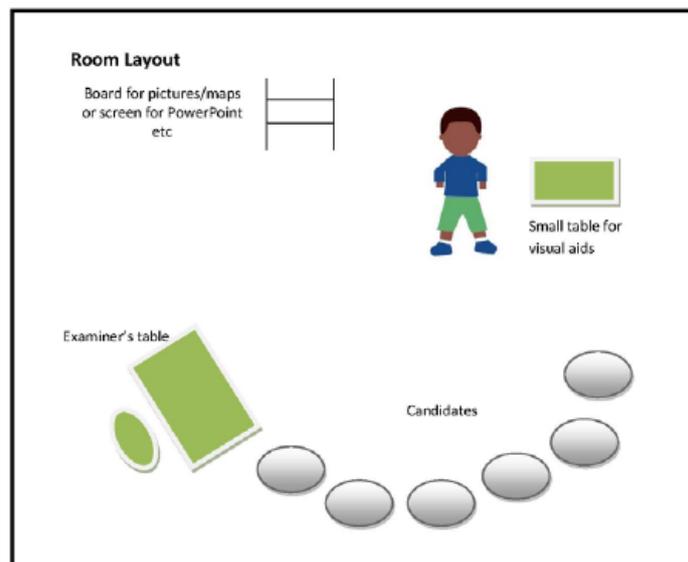
## Assessment Guidance

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 Senior Introductory is 20 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 Senior Introductory 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	Structure a talk of four minutes' duration	1.1 Show evidence of planning within time limits 1.2 Organise talk for time limits
2	Deliver the talk to time, using notes selectively	2.1 Research and present a topic of personal interest 2.2 Present without reliance on notes or learnt text
3	Expand on initial information with advice, comment and opinion	3.1 Show evidence of research and personal involvement 3.2 Include ideas, opinions and facts.
4	Incorporate audio/visual aids during the talk	4.1 Illustrate the talk with visual aids, which may include captioned PowerPoint pictures
5.	Speak a piece of published, creative English from memory (poetry, spoken song lyric, prose or drama)	5.1 Make a challenging choice 5.2 Deliver the poem with words and sense confidently secure
6	Read a passage of about 200 words fluently and audibly	6.1 Make a challenging choice 6.2 Introduce the book giving the context 6.3 Make clear contrast between narrative and dialogue 6.4 Use pace and pause appropriately 6.5 Respond vocally and facially to the words 6.6 Make eye contact with listeners
7	Respond to questions and make contributions to the work of others	7.1 Give full and fluent answers 7.2 Ask thoughtful questions which seek additional information 7.3 Engage with the group
8	Listen carefully and positively throughout the work of a small group	8.1 Listen encouragingly 8.2 Demonstrate an encouraging attitude

## Guidance for Teachers

### 1. Structure a talk of four minutes' duration

Candidates should choose a topic of personal interest, so they can research and give their opinions on what they present. Well-rehearsed talks should still sound fresh and spontaneous. 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 4 minutes allocated. Encourage candidates to be selective with their research.

### 2. Deliver the talk to time, using notes selectively

Candidates might talk about any subject in which they have been actively involved. For instance; a sports or drama club; preparing or cooking a favourite dish; living in another country. Brief, key word notes and/or PowerPoint pictures may be used – guidance should be given on this, and the examiner may ask to see any cue cards.

### 3. Expand on initial information with advice, comment and opinion

Thorough research will allow candidates to amplify basic information with their own thoughts and ideas. Consider letting candidates produce a scrapbook as a springboard for their talk – avoid filling this solely with information downloaded from the internet, but rather encourage candidates to collect information from numerous different sources, in order to achieve a more broad overview of their chosen topic.

### 4. Incorporate audio/visual aids during the talk

Encourage candidates to illustrate their presentation appropriately, with integrated use of visual aids. PowerPoint pictures may be used - give students advice over its best use, so that they do not read talks from it, or face the screen to limit their communication with the audience. You will need to take the positioning of the screen into consideration for the room set-up too, and we find that students who have their presentation on a pen drive manage to accomplish a speedy changeover between candidates.

**5. Speak a piece of published, creative English from memory (poetry, spoken song lyric, prose or drama)**

Help candidates to choose something worthwhile (**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. Provide a copy of the piece for the assessor. Examples of successful verse and drama choices at this level might include: *Colonel Fazackerley* by Charles Causley; *The Witch* by Jack Prelutsky; *Graceland* by Paul Simon; *Drama adapted from Kensuke's Kingdom* by Michael Morpurgo. 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 not read/learnt but are spoken spontaneously

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) Why would you recommend it to others?
- (e) What do you particularly enjoy about this book?
- (f) How does it end? Would you have liked a different ending? Why?

## 6. Read a passage of about 200 words fluently and audibly

Encourage candidates to bring characters to life and convey mood/atmosphere. Concentrate on making the reading really interesting for the listeners. 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. A persuasive introduction should precede an expressive reading, giving a flavour of the book chosen. Try to steer candidates towards choose an exciting part of the book where something interesting is happening. Examples of successful choices at this level might include: *Firesong* by William Nicholson; *Out of the Ashes* by Michael Morpurgo; *Mortal Engines* by Philip Reeve; avoid choices where the dialogue is in speech bubbles. Practise using eye contact (or otherwise pointing to the text, for visually impaired candidates) at key moments. **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 ‘Snakehead’ by Anthony Horowitz*”, giving the reasons for the choice.

## 7. Respond to questions and make contributions to the work of others

Candidates are assessed on 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. Inspire the formation of ideas and opinions, challenging the views of others in a courteous and supportive manner.

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 carefully and positively throughout the work of a small group

Foster active listening so the candidates can focus questions and discussion-points on what they have heard.

## Senior Introductory 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: 4 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
<b>Structure</b>	Planned talk, with clear beginning and ending; under allotted time	Planned talk with clear beginning and ending; over allotted time	Talk organised and efficient	Talk organised and efficient with originality in beginning and/or ending	Well thought-out and effectively planned; with originality in beginning and body, and thoughtful concluding comment
<b>Style</b>	Shows personal interest in topic. Reliant on notes or learnt text	Personal interest shown, mostly reliant on memorised information or notes	Mostly natural sounding, using brief notes if necessary	Spontaneous delivery, occasional reference to notes	Confident command of material and language with or without notes
<b>Voice and speech</b>	Clear or audible voice	Clear and audible voice	Voice has some vitality. Variety and some use of pause	Fluent delivery with some variety. Pace is mostly controlled and there is some use of pause	Lively, fluent delivery. Content is sensitively paced for listeners
<b>Content</b>	Some evidence of research	Some evidence of research; generating ideas and opinions	Selective use of researched material	Accurate, varied content with little or no personal detail	Accurate, varied content, interestingly put together with personal detail
<b>Visual Aids</b>	Reliant on visual material for support	Simple but confident use of visual aids	More complex use of visual material confidently chosen and used	Sophisticated use of visual material used confidently and competently	Sophisticated use of visual material used confidently and competently in a way that enhances understanding
<b>Communication</b>	Shows 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, spoken song lyric, prose or drama) <i>Time: 2 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
<b>Introduction</b>	Brief introduction and reason for choice with prompting	Brief introduction and reason for choice	Fuller introduction thoughtful reasons or choice and / or references	Detailed introduction with comprehensive reasons for choice and references	Gives title and author with comprehensive reasons and references in an enthusiastic manner which , awakens interest
<b>Memory</b>	Remembers lines mostly accurately with two prompts	Requires one prompt	Words generally secure, no prompts required, but some hesitation	Words secure with clear concentration	Words and sense totally secure
<b>Voice /delivery</b>	Clear or audible voice, using vocal expression	Clear and audible voice using vocal expression	Appropriate phrasing, and some use of pause for understanding	Appropriate phrasing. Pace is mostly controlled and there is some use of pause	Free and fluent delivery, sensitively paced with effective use of pause and facial expression
<b>Choice and Interpretation</b>	Choice allows candidate to concentrates on the metre or structure	Choice allows candidate to begin to convey the mood or atmosphere	Choice allows candidate to successfully create and convey mood or atmosphere	Choice allows candidate to convey mood or spirit with understanding and enjoyment	Choice allows candidate to create a sense of spontaneity with awareness of audience

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
<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	Expressive reading with mainly appropriate pace and timing	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 for vivid interpretation
<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

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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