



Post-GCSE

# **ESB Level 3 Certificate in Graded Examination in Speech:**

## **Language Arts (Grade 8)**



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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 education 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.



## Level 3 Certificate in Graded Examination in Speech: Language Arts (Grade 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 candidates. Graded assessments are mapped to the statutory requirements for Spoken Language in the National Curriculum.

<b>Qualification Advanced Certificate in the Language Arts (Level 3)</b>	
<b>Assessment method</b>	<i>External Assessment</i>
<b>Grading</b>	<i>Pass, Good Pass (Endorsed), Merit, Merit Plus (Endorsed) Distinction</i>
<b>Total individual time</b>	<i>25 minutes</i>
<b>Accreditation start date</b>	<i>01-Sep-2010</i>
<b>Credit value</b>	<i>25</i>
<b>Guided learning hours (GLH)</b>	<i>48</i>
<b>Total qualification time</b>	<i>250 hours</i>
<b>Qualification number</b>	<i>501/1663/0</i>
<b>Age range</b>	<i>17-18</i>
<b>Target Group</b>	<i>Normally taken in second year Sixth Form or at a similar learning level. Indicative age is 17-18 years, but this is not prescriptive; the assessment may be taken by younger or older candidates</i>

### Level 3 Certificate in Graded Examination in Speech: Language Arts (Grade 8) Specification Content Summary

*All tasks take place in a participating group context of at least 6 candidates. All tasks are mandatory and solo.*

<b>Level 3 Certificate in Graded Examination in Speech: Language Arts (Grade 8)</b> <b>25 minutes</b>	<b>Section 1: Presentation on a theme</b> <b>15 minutes</b> Research and give a presentation on a theme of candidate's own choice, with a balance between readings and commentary. The candidate should demonstrate significant research, background reading and performance skills.	<b>Section 2: Questions and Discussion</b> <b>10 minutes</b> Answer questions from the examiner and the group on any aspect of the presentation and develop a discussion. Contribute and comment after other candidates' presentations.	<b>Section 3: Programme</b> Provide the examiner with a detailed programme at the start of your presentation. The programme should include: chosen extracts, titles, authors and sources, any other appropriate information or comment, a bibliographical list and any other background references.
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## 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 Regulated Qualifications Framework (RQF).
<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>Total qualification time (TQT)</b>	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.
<b>Learning outcomes</b>	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, 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

### Level 3 Certificate in Graded Examination in Speech: Spoken English (Grade 8)

- Usually taken in second year of Sixth Form. Indicative ages 17-18.

### Level 4 Professional Presentation Skills

- Suitable for those in work or training at supervisory level or young people studying at college or university. Indicative age 18+.

## Assessment Explained

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.

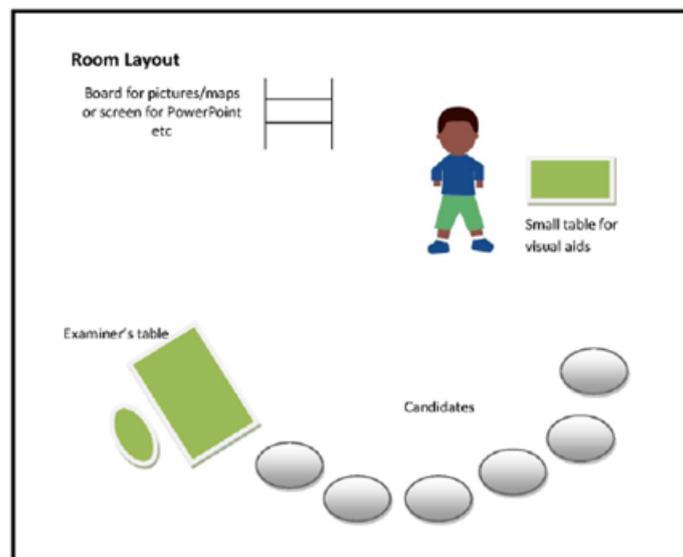
The recommended maximum number of candidates for assessment in the Advanced Certificate in the Language Arts is 12 for one examiner in a day to allow for individual time schedules, changeover and breaks. For larger numbers ESB can provide additional examiner(s) on the same day or assessments may be run 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 for the same ESB assessment syllabus.

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	Employ appropriate integrated vocal resources to engage the audience in a performance which shows a sense of ownership	1.1 Perform with confidence, clarity and a sense of ownership of the material  1.2 Consciously integrate knowledge, understanding and skills in a secure and sustained performance
2	Respond with authority and mature understanding to the quality, form and content of the material being presented	2.1 Demonstrate mature understanding of the material  2.2 Demonstrate authority and control through relevant preparation
3	Adopt and sustain a role and effectively convey complexity of meaning	3.1 Combine skilful and appropriate use of voice and body with imaginative response and flair, to engage the audience wholeheartedly  3.2 Demonstrate a discriminating and sensitive personal interpretation of the material, which conveys complexity and range of meaning

## Guidance for Teachers, Trainers and Learners

### 1. Presentation on a Theme

Candidates should be encouraged to consider a topic related to their studies (e.g. an A level subject).

Candidates should carry out the appropriate research and give an integrated presentation on a theme of their own choice, with a balance between readings and commentary. Candidates should demonstrate significant research, background reading and performance skills.

Notes:

Readings can be selected from fiction and non-fiction to link with and complement a script-free commentary: novels, drama, poetry, biography, diaries, journalism, etc. may be used.

A minimum of five extracts should be used, these should be of contrasting styles of contrasting and at least one must be memorised.

The integrated commentary should account for approximately half of the presentation time

Imaginative use of the performance area is expected. Costume and make-up may be used if appropriate.

Examples of successful choices are: Women in World War II; Pirates; Dreams; Marriage and its relevance in today's society.

Candidates should:

- use a variety of methods to research a presentation
- select appropriate extracts from a variety of sources
- structure the presentation clearly and logically within given time limits
- integrate different styles of extract to complement the commentary
- perform the whole with imagination and vitality

## 2. Questions and Discussion

Candidates should be able to answer questions from the examiner and the group on any aspect of the presentation and develop a discussion.

Contribute and comment after other candidates' presentations.

Candidates should:

- use knowledge, opinions and research to extend answers
- lead discussion
- use strategies to involve all members of the group
- encourage thoughtful, balanced discussion
- listen with courtesy to other speakers, respecting other views
- contribute their own questions, ideas and opinions
- show ability to support, modify, persuade and evaluate.

## 3. Programme

Candidates should provide the assessor with a detailed programme at the start of the presentation.

The Programme must include: chosen extracts, titles, authors and sources any other appropriate information or comment, a bibliographical list and any other background references.

Candidates should:

- research suitable material and information for a theme
- devise a comprehensive programme from selected material
- produce a suitable programme that includes all relevant detail

## Level 3 Certificate in Graded Examination in Speech: Language Arts (Grade 8) 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 Presentation on a Theme Time: 15 minutes	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
<b>Research and structure</b>	Evidence of varied methods of research. Clear structure.	Evidence of varied methods of research used to good effect in a clear and well-organised structure.	Theme well researched. Structure enhances understanding.	Theme researched in some depth with a clear structure and varied methods of research that enhance understanding.	Theme researched in depth. Imaginative and disciplined structure.
<b>Selection, planning and material</b>	A planned presentation, with clear beginning and ending, to minimum stated time. Range of excerpts as syllabus, including memorised. Suitable for level. Some attempt at integrating pieces and commentary.	A well-planned presentation, with clear beginning and ending, to stated time. Range of excerpts as syllabus, including memorised. Suitable for level. Pieces and commentary are well integrated.	Thoughtfully shaped presentation, selected for time limits. An attempt at variety of styles and texts. Relevant commentary supports the theme.	Thoughtfully shaped presentation, selected for time limits. A good variety of styles and texts. Relevant commentary supports the theme very well.	Imaginatively planned, showing originality in selection. Breadth of content and engaging commentary blend seamlessly.
<b>Voice</b>	Speech clear and audible.	Speech clear and audible, with some variety of pace used for effect.	Voice has vitality. Variety of pace and use of pause used for effect.	Voice has vitality. Variety of pace and use of pause used for good effect. Delivery fairly fluent.	Self-assured, fluent delivery.
<b>Performance</b>	Competent. Some use of performance area.	Performance area is occasionally used to good effect. A competent and controlled performance.	Control of pace and timing for dramatic effect. Some use of gesture and movement.	Pace and timing is controlled for dramatic effect. Good use of gesture and movement.	Sophisticated, fluent performance. Imaginative use of space, demonstrating wide range of dramatic skills.

<b>Section 2 Questions and Discussion</b> Time: 10 minutes	<b>Pass</b>	<b><i>Good Pass (Endorsed)</i></b>	<b>Merit</b>	<b><i>Merit Plus (Endorsed)</i></b>	<b>Distinction</b>
<b>Discussion</b>	Develops some answers from knowledge and research. Maintains flow of discussion by asking for ideas and opinions. Attempts to make some contribution to discussion.	Develops answers from knowledge and research. Maintains flow of discussion by asking for ideas and opinions. Makes a good contribution to discussion.	Fuller, fluent responses extend discussion, drawn from own research, understanding or experience. Maintains group focus. Engages with group and modifies own ideas if necessary.	Full, fluent responses extend discussion, drawn from own research, understanding or experience. Maintains group focus. Engages well with group and modifies own ideas if necessary.	Mature and developed responses, showing persuasive communication skills. Challenges thinking. Contributes to pace and group dynamics. Full participation in group.
<b>Listening skills</b>	Listens attentively.	Listens in an engaged and attentive manner.	Supportive of others.	Supportive of others, positive and helpful.	Listens encouragingly.
<b>Questioning</b>	Relevant questions to support speakers.	Uses open and relevant questions to support speakers and to show engagement with the topic.	Questions promote further understanding.	Questions promote further understanding.	Pertinent, precise questions.

<b>Section 3 Programme</b>	<b>Pass</b>	<b><i>Good Pass (Endorsed)</i></b>	<b>Merit</b>	<b><i>Merit Plus (Endorsed)</i></b>	<b>Distinction</b>
<b>Content and Production</b>	Required details basically presented.	Required details presented in a clear manner.	Material well designed and presented.	Material well designed and presented to enhance the listener's experience of the presentation.	Imaginatively designed, showing originality.

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