



Post-GCSE

ESB Level 3 Certificate in Graded Examination in Speech:

Spoken English (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: Spoken English (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.

Level 3 Certificate in Graded Examination in Speech: Spoken English (Grade 8)	
Assessment method	<i>External Assessment</i>
Grading	<i>Pass, Good Pass (Endorsed), Merit, Merit Plus (Endorsed) Distinction</i>
Total individual time	<i>25 minutes</i>
Accreditation start date	<i>01-Sep-2010</i>
Credit value	<i>25</i>
Guided learning hours (GLH)	<i>48</i>
Total qualification time	<i>250 hours</i>
Qualification number	<i>501/1667/8</i>
Age range	<i>17-18</i>
Target Group	<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: Spoken English (Grade 8)				
Specification Content Summary				
<i>All tasks take place in a participating group context of at least 6 candidates. All tasks are mandatory and solo.</i>				
Level 3 Certificate in Graded Examination in Speech: Spoken English (Grade 8) 25 minutes	Section 1: Oral presentation 5 minutes Make a presentation on a subject of own choice using audio/visual material. Using a variety of methods, research a subject and draw and present personal conclusions.	Section 2: Newspaper Discussion 1+2+7 minutes Research an article from a quality newspaper or periodical. Give an introductory summary, identify the issues raised and offer an opinion on the subject and how it has been reported. Lead a discussion on the main issue and sum up the opinions of the group.	Section 3: Literary Recommendation 4 minutes Choose a short extract from a novel, biography, drama, poetry or public address. Prepare and give an evaluative recommendation followed by a reading or memorised delivery from the chosen text.	Section 4 Questions and Discussion 6 minutes Questions and discussion will take place at any time. Candidates should also be prepared to contribute ideas and opinions to develop others' discussions.

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 knowing, 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

Level 3 Certificate in Graded Examination in Speech: Language Arts (Grade 8)

- Suitable for those studying for A Level, International Baccalaureate or similar level

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.

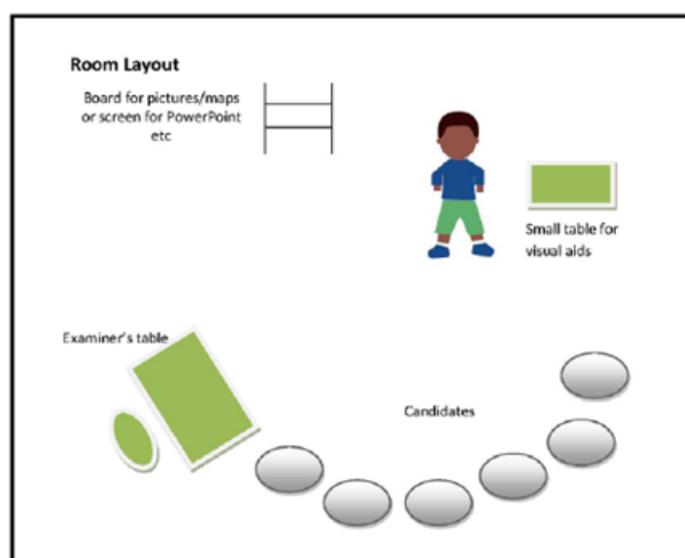
The recommended maximum number of candidates for assessment in the Level 3 Certificate in Graded Examination in Speech: Spoken English (Grade 8) is 12 for one examiner in a day to allow for individual time schedules, changeover and breaks. For larger numbers ESB can provide additional examiner(s) on 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

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <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. Oral presentation

Candidates should make a presentation on a subject of their choice using audio/visual material. Using a variety of methods, the subject should be researched and candidates should draw and present their own conclusions. It may be useful for candidates to consider a topic relating to a subject they are currently studying or plan to study in the future. Candidates should ensure that both the content and the display will ensure a substantial presentation. Candidates should try to speak as freely as possible using cue cards, notes and a display (electronic or other) to prompt the talk.

Candidates should:

- structure the talk clearly and logically within given time limits
- present without reading or memorising a script, controlling pace
- use a variety of research methods to supplement your own knowledge
- draw conclusions from your research
- integrate supportive material, which may include PowerPoint.

2. Newspaper Discussion

Candidates should provide the examiner with an article from a quality newspaper or periodical, relating to a topic which has been thoroughly researched prior to the assessment.

- Give an introductory summary of the article. (1 minute)
- Identify the issues raised by the article, offer your opinion on the subject matter and the way it has been reported. (2 minutes)
- Lead a discussion on the main issue and sum up the opinions of the group. (7 minutes)

Candidates should make an early choice of a controversial article. Candidates need to be fully prepared in the topic of the discussion in order to lead this section. Candidates should avoid very long reports. Candidates should consider reporting styles and practise preparing a précis.

Candidates should present their own opinions, lead the discussion and sum up.

Candidates should be able to:

- identify and research a topic of suitable depth
- summarise an article and identify issues for discussion
- recognise reporting styles and bias
- open and lead a discussion arising from their stated point of view
- use strategies to involve all members of the group
- encourage thoughtful, balanced discussion
- listen with courtesy to other speakers, respecting other views
- summarise the arguments and draw conclusions.

3. Literary Recommendation

Candidates should choose a short extract from a novel, biography, drama, poetry or public address. They should prepare and give an evaluative recommendation followed by a reading or memorised delivery from their chosen text.

Candidates should find a meaningful choice so that there is plenty to evaluate. Prepare and deliver an expressive reading or recitation.

Candidates should:

- choose a piece that has some literary worth
- research the writer and comment on the writer's style
- give an evaluative recommendation
- memorise, or read with minimal reference to text
- use a variety of interpretative and technical skills

4. Questions and Discussion

Candidates should be to answer questions from the examiner and the group on the chosen article 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

Level 3 Certificate in Graded Examination in Speech: Spoken English (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 candidate'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 Oral Presentation Time: 5 minutes	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Structure and time	A planned presentation, with clear beginning and ending, to minimum stated time.	Evidence of varied methods of research used to good effect in a clear and well-ordered structure.	Structure enhances understanding, information selected for time limits.	Evidence of varied methods of research used to good effect in a structure which enhances understanding.	Concise and disciplined structure.
Style	Speaks without over-reliance on notes, memorisation or PowerPoint.	Makes some good use of notes.	Efficient use of notes, natural approach.	Efficient use of notes, natural and assured approach.	Subtle use of notes, poised.
Voice and Speech	Speech clear and audible, controls pace.	Speech clear and audible, with some variety of pace used for effect.	Voice has some vitality Uses varied pace and pause.	Voice has vitality Variety of pace and use of pause used for good effect. Delivery fairly fluent.	Self-assured, fluent delivery.
Content	Subject has suitable substance for Level Includes evidence of research. Some conclusions drawn.	Subject has suitable substance for level Includes evidence of focused research. Some conclusions drawn	Shows focused research and depth of knowledge. Draws valid conclusions.	Shows focused research and depth of knowledge. Draws valid and well-considered conclusions.	Effective depth of information and insightful conclusions. Thoughtful, relevant introduction and ending.
Use of Supportive Material	Supportive material illustrates information.	Supportive material illustrates information well.	Supportive material used purposefully to assist with detail.	Supportive material used purposefully to assist with detail and enhance the speech.	Integrated and confident use of supportive material.
Communication	Shows some awareness of audience and occasion.	Shows good awareness of audience and occasion.	Appropriate register. Involves listeners to share interest.	Appropriate and assured use of language engages listeners.	Confident and assured, shares views with authority, apt and mature use of language.

Section 2 Newspaper Discussion Time: 1+2+7 minutes	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Choice of Material	Suitable choice, to minimum stated time.	Suitable choice for time limit.	Considered choice, information selected for time limits.	Considered choice, information selected for time limits, with good coverage of the topic.	Mature choice, disciplined use of time.
Introduction	Outlines article and bias.	Outlines article, key issues and bias.	Identifies key issues and style or bias.	Identifies key issues, style and bias.	Succinct summary of article.
Voice and Speech	Speech clear and audible Controls pace.	Speech clear and audible, with some variety of pace used for effect.	Voice has some vitality. Uses varied pace and pause.	Voice has vitality. Variety of pace and use of pause used for good effect. Delivery fairly fluent.	Self-assured, fluent delivery.
Content and Post-discussion Summary	Some evidence of prior research. Brief statement of views expressed during discussion.	Evidence of prior research. Considered statement of views expressed during discussion.	Clear evidence of additional research. Summarises debate and draws conclusions.	Clear evidence of additional research. Summarises debate with a considered statement of views and draws conclusions.	Thoroughly and selectively researched. Concise perceptive analysis, with reference to main contributions.
Leading a Discussion	Opens discussion with own views. Maintains flow by asking relevant questions.	Develops answers from knowledge and research. Maintains flow of discussion by asking for ideas and opinions.	States discussion topic clearly, with personal viewpoint / opinions Extends debate by on-going analysis of responses.	Full, fluent responses extend discussion. Maintains group focus. Engages well with group.	Challenges thinking with considered ideas and opinions. Controls pace and group dynamics.

Section 3 Literary Recommendation Time : 4 minutes	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Choice of Material	Appropriate choice of literary worth.	Suitable choice of some substance.	Thoughtful choice.	More challenging selection.	Challenging piece.
Evaluation	Recommendation with brief reference to text or context.	Recommendation with reference to text or context.	Fuller introduction, giving thoughtful, concise evaluation and comment.	Fuller introduction, giving thoughtful, concise evaluation.	Focused evaluation, with personal recommendation.
Memorisation or Reading	Clear familiarity with text but needs constant reference.	Clear familiarity with text but needs frequent reference.	Confidently spoken, with regular text support.	Confidently spoken, with some text support.	Securely memorised or subtle reference to text.
Delivery / Voice / Face	Voice audible and clear, using vocal and facial expression.	Voice audible and clear, appropriate phrasing.	Appropriate phrasing, pace and pause.	Appropriate phrasing, good use of pace and pause.	Free and fluent delivery.
Interpretation / Communication	Concentrates on the metre or structure.	Conveys the meaning of the text well.	Creates and conveys mood.	Creates and conveys mood with good audience awareness.	Sense of spontaneity with sensitivity to text and audience.

Section 4 Questions and Discussion	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Response to Questions and Challenges	Some ability to respond to challenges.	Responds well to challenges.	Fuller, fluent responses drawn from own understanding or experience.	Fluent responses show good engagement with the topic material.	Mature responses develop topic material, showing excellent communication skills.
Questioning	Able to use open, apposite questions.	Maintains flow of discussion by giving ideas and opinion.	Analytical questions from personal interest.	Questions promote further understanding.	Challenges thinking with perceptive questions Pertinent questions contribute to pace and group dynamics.
Listening Skills	Listens attentively.	Listens in an engaged and attentive manner.	Supportive of others.	Supportive of others, positive and helpful.	Listens encouragingly.
Taking part in the Group	Contributes to discussion when asked directly. Supports speakers with relevant questions and comment when encouraged.	Maintains flow of discussion by giving ideas and opinions Makes a good contribution to discussion.	Maintains flow of discussion and group focus by own ideas and opinions. Engages with group and modifies own ideas if necessary.	Engages well with group and modifies own ideas if necessary.	Full participation in group. Offers own ideas and supportive comments.
General	Quietly receptive member of the group.	Positive and receptive member of the group.	Encouraging attitude to rest of group.	Encouraging attitude to rest of group, shows positive engagement.	Positive, helpful and courteous throughout.

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