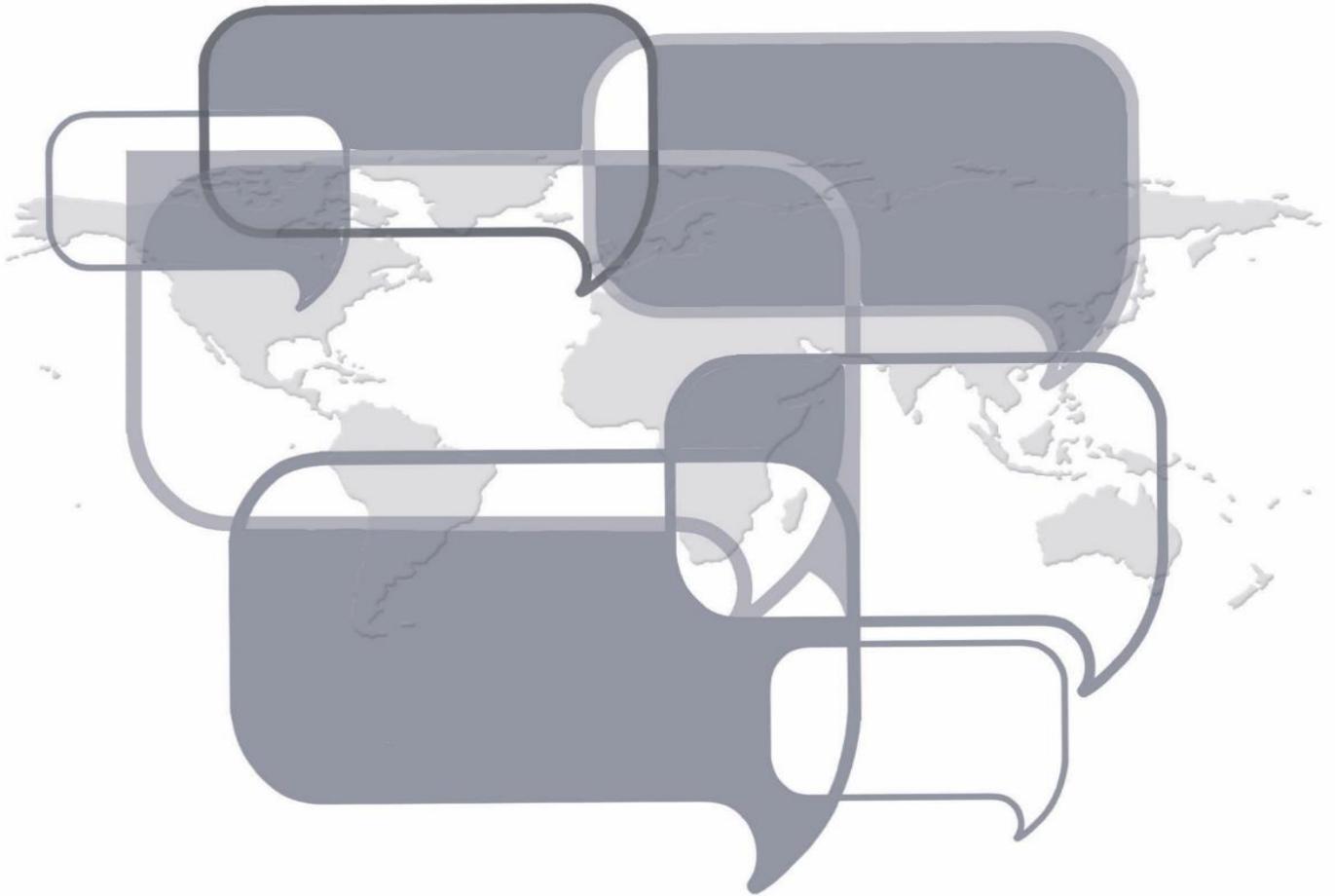


ESB Level 3 Certificate in Speech (Grade 6)



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Contents

<i>ESB Level 3 Certificate in Speech (Grade 6)</i>	4
<i>Assessment Overview</i>	5
<i>Learning Outcomes and Assessment Criteria</i>	7
<i>Grading Criteria</i>	8
<i>Qualification Progression</i>	13

ESB Level 3 Certificate in Speech (Grade 6)

The ESB Level 3 Certificate in Speech (Grade 6) promotes oracy and is designed to refine learners' presentational and communication skills at a mature level. Specifically, the qualification can help learners to construct and deliver original and well-evidenced arguments, interpret and critically review information, and evaluate competing ideas and perspectives in a discussion.

As part of the qualification, learners will:

- Research and deliver a 5-minute oral presentation about a piece of equipment or IT application.
- Speak a substantial piece of published, creative English from text or memory and comment critically on it.
- Deliver a critical review of a work of performance art.
- Participate in a formal discussion by responding to questions, raising enquiries and offering comments based on the work of others.

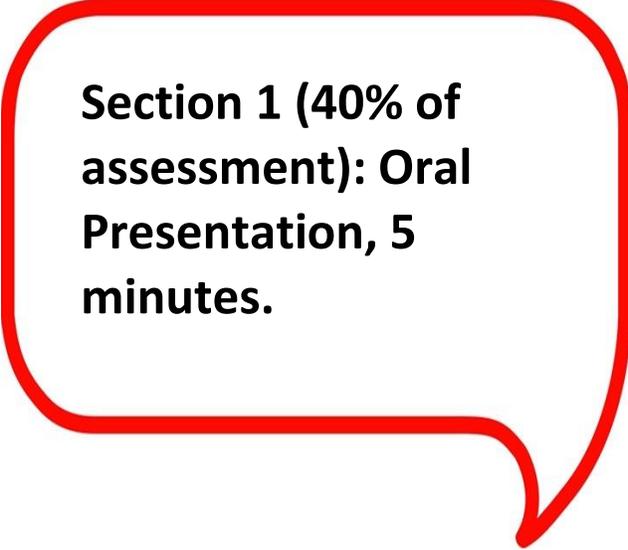
The qualification is predominantly aimed at Key Stage 5. The target learner group is Year 12 pupils (indicative age 16-17 years old) but it is not prescriptive: the assessment may be taken by younger and older learners.

This qualification is also accepted by the UK Universities and Colleges Admissions Service (UCAS) and it carries the following UCAS Tariff points for university and HE entry: 8 (Pass, Good Pass); 10 (Merit, Merit Plus) and 12 (Distinction).

Qualification Information	
Accreditation Information	Ofqual Start Date: 01/09/2010 Code: 501/1669/1 SQA Title: ESB Examination in Speech: Grade 6 SQA Start Date: 31/07/2014 Code: R582 04
Qualification 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 learners.
Assessment Method	This qualification is assessed via an external assessment. It is quality assured by English Speaking Board (International) Ltd.
Total Individual Assessment Time	18 minutes
Total Qualification Time (hours)	170
Guided Learning Hours	30
Credit	17
Grading	Learners can achieve one of the following grades: <ul style="list-style-type: none">• Unsuccessful• Pass• Good Pass (Endorsed)• Merit• Merit Plus (Endorsed)• Distinction.

Assessment Overview

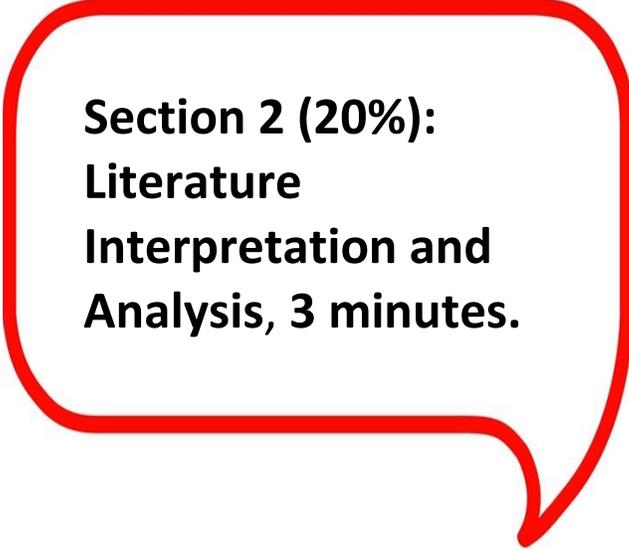
The assessment is divided into four activities:



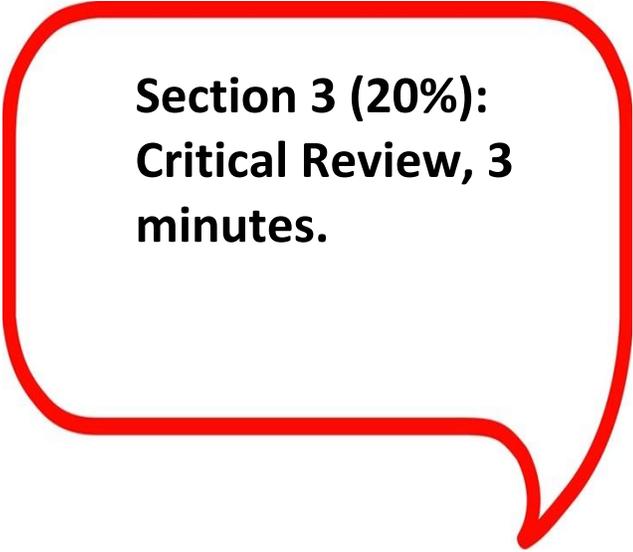
Section 1 (40% of assessment): Oral Presentation, 5 minutes.

Learners should research and deliver a presentation about a piece of equipment or IT application. In doing so, they should explain how it works and its effect on society. They should support their talk with a digital presentation.

Learners should begin by introducing a poem, prose extract or scene from a play, drawn from world literature. In doing so, they should discuss the author, the use of language and the context of the work. They should then interpret the piece from memory.



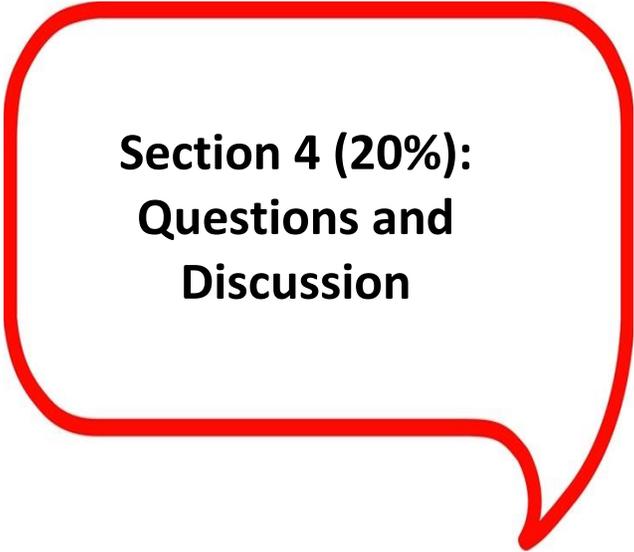
Section 2 (20%): Literature Interpretation and Analysis, 3 minutes.



**Section 3 (20%):
Critical Review, 3
minutes.**

Learners should provide a critical review of a film, live theatrical production, television or radio programme or piece of software. In doing so, they should evaluate its strengths and weaknesses and assess its personal impact.

Learners should respond to questions and feedback from the assessor and group about any section. They should be prepared to contribute ideas and opinions to develop others' discussions.



**Section 4 (20%):
Questions and
Discussion**

English Speaking Board (International) Ltd. has a Reasonable Adjustments and Special Considerations Policy, which is compliant with statutory regulations. For further information, please see:

http://esbuk.org/uploads/files/Reasonable_Adjustment.pdf

Learning Outcomes and Assessment Criteria

Learning outcomes set out the knowledge and skills a learner will be able to demonstrate as a result of the learning process. Assessment criteria sets out what is required, in terms of actions, to meet a learning outcome.

The Level 3 Certificate in Speech (Grade 6) has the following learning outcomes and assessment criteria:

Learning outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Plan a talk of 5 minutes' duration with an effective structure, on a technical subject.	1.1 Show evidence of structured planning within time limits. 1.2 Show evidence of research that contains a depth of information.
2	Deliver the talk, without full notes, to time, explaining the technicalities clearly.	2.1 Research and present a talk which includes evidence of own research. 2.2 Employ mature use of language. 2.3 Speak clearly and audibly.
3	Expand on initial information with advice, comment or opinion.	3.1 Share opinions and advice with authority.
4	Employ audio/visual aids during the talk.	4.1 Demonstrate a use of visual/audio supportive material.
5.	Speak a piece of published, creative English from text or memory and evaluate the context, style, use of language and writer.	5.1 Choose a piece that is meaningful to the learner. 5.2 Introduce the piece, with specific reference to the style and context. 5.3 Research and comment on the writer and their use of language. 5.4 Memorise or read with I reference to the text. 5.5 Use a variety of voice, pace and style to bring the piece to life.
6	Give a critical review of a work of performance art, including a personal response to it.	6.1 Select a production or program for review. 6.2 Describe the selected item, including the medium and, if appropriate, the context. 6.3 Research and review its strengths and weaknesses, according to the choice and medium. 6.4 Communicate your opinions and ideas to listeners.
7	Take part in discussions and make contributions to the work of others.	7.1 Lead discussion if appropriate. 7.2 Use strategies to involve all members of the group. 7.3 Encourage thoughtful, balanced discussion. 7.4 Contribute your own questions, ideas and opinions.
8	Listen carefully and thoughtfully throughout the work of a small group.	8.1 Listen with courtesy to other speakers, respecting other views.

Grading Criteria

During an assessment, an ESB assessor will review a learner's performance in each of the four sections. In the process, an assessor will mark a learner against a set of grading criteria for each section. The set of criteria for each section are mapped to the qualification learning outcomes and assessment criteria.

For a specific section, an ESB assessor will review a learner's performance in relation to each criterion (for example, Visual Aids in the Talk') and allocate a grade of either:

- Unsuccessful
- Pass
- Good Pass
- Merit
- Merit Plus
- Distinction.

Each criterion in a section is reviewed by the assessor in order to determine a learner's overall performance. In Section 1, some criteria within the section are weighted more heavily than others. Ranked from highest to lowest, the weightings are distributed as follows:

- Content
- Structure, Style, Communication
- Voice and Speech
- Visual Aids

As a result, a learner's performance in a higher weighted section will have a greater impact on determining their overall grade. In the other sections, the criteria are weighted equally within each section.

Our assessments aim to promote clear, effective and confident oral communication amongst all learners, and subsequently, they have been designed to encourage learners to reach a minimum 'Pass' standard in speaking, listening and responding.

Section 1: Oral Presentation Time: 5 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Structure	A planned presentation with clear beginning and ending, to minimum stated time.	Planned talk with clear beginning and ending; over allotted time by no more than 30 seconds.	Sets out the issue clearly and selectively to keep to time limits.	Talk is organised and efficient with originality in opening and ending.	Concise and disciplined structure with originality in beginning and ending.
Style	Dependent on notes, memorisation or PowerPoint.	Some reliance on memorised information or notes.	Personal interest shown with efficient use of notes.	Spontaneous delivery, occasional reference to notes.	Confident command of material and mature vocabulary with subtle or no use of notes.
Voice and Speech	Speech clear and audible.	Speech clear and audible. Pace mostly controlled.	Voice has some vitality. Pace is fully controlled and there is some use of pause.	Fluent delivery with some variety. Variety of controlled pace and efficient use of pause.	Self-assured, fluent delivery with vocal maturity. Content is sensitively paced for listeners.
Content	Topic of substance. Brief evidence of own research. Some attempt to present a balanced view. Own views briefly stated.	Clear evidence of own research, own views clearly stated. Limited explanation of effects on society.	Presents a balanced view. Highlights topic's relevance to age group. Selective comment on researched material. Explains own views.	Accurate, varied content with effective introduction or conclusion. Thorough commentary on researched material.	Effective presentation of information, opinion and observation. Thoughtful, relevant introduction and considered conclusion.
Visual Aids	Supportive material illustrates information.	Simple visual material is used confidently.	Supportive material enhances information and is used confidently.	Sophisticated use of visual material used confidently and competently.	Sophisticated use of visual material, integrated confidently and competently in a way that enhances understanding.
Communication	Shows some awareness of audience and occasion.	Appropriate register. Involves listeners at frequent intervals during the presentation.	Confident communication. Involves listeners to share interest throughout.	Engages with the group using apt vocabulary.	Communicates with mature authority and appropriate use of language.

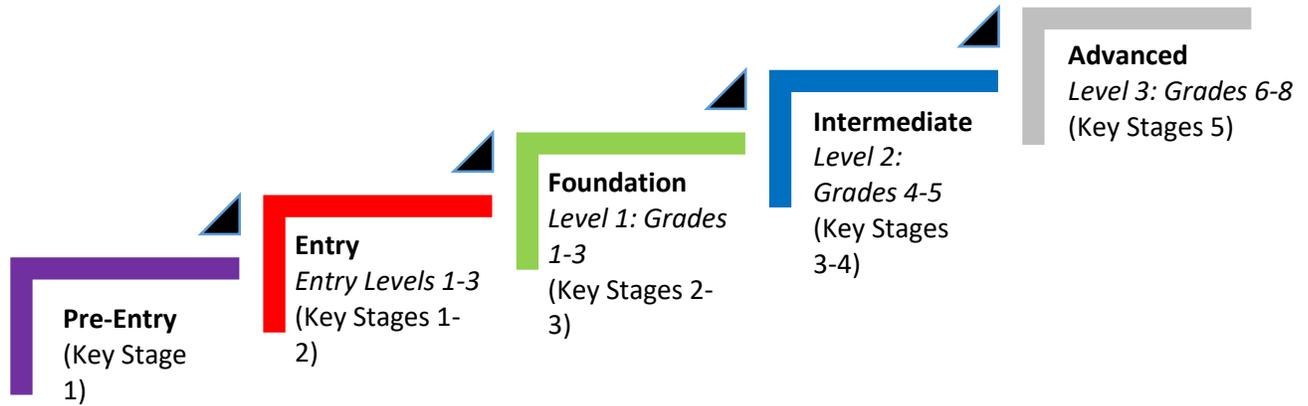
Section 2: Literature Interpretation and Analysis Time: 3 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Introduction	Introduction that states the author and briefly describes the use of language and the context of the work.	Introduction that states the author and describes the use of language and the context of the work.	Introduction that states the author and explains the use of language and the context of the work.	Introduction that states the author and explains in detail the use of language and the context of the work.	Introduction that states the author and evaluates the use of language and the context of the work.
Memorisation or Reading	Reads with constant reference to text.	Clear familiarity with text but needs regular reference.	Confidently spoken with regular text support.	Words secure with clear concentration or text support.	Securely memorised or subtle reference to text.
Delivery/Voice/Face	Clear, audible voice, using vocal expression.	Clear, audible voice using vocal and facial 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.
Choice and Interpretation	Concentrates on the rhythm or structure.	Beginning to convey the mood or atmosphere.	Thoughtful choice. Successfully creates and conveys mood or atmosphere.	More challenging piece. Mood or spirit is conveyed with understanding and enjoyment.	Substantial and meaningful piece. Sense of spontaneity with awareness of audience.

Section 3: Critical Review Time: 3 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of Material / Structure	Suitable choice appropriate to Level 3. Evident planning, to minimum time.	Choice of more substance. Thoughtful introduction or conclusion.	Thoughtful choice. Prepared information selected for time limit.	More challenging selection, imaginatively structured.	Distinctive selection presented cogently and effectively.
Description	Brief, accurate description with prompting.	Accurate description with brief reference to medium.	Considered description, includes some detail including medium, content or context.	Original description. Detail includes medium, content and context.	Description carefully judged to engage listeners.
Delivery/Voice/Face	Clear, audible voice, using vocal expression.	Clear, audible voice using vocal and facial 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.
Communication	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.
Review	Briefly identifies strengths or shortcomings, with some personal response.	Identifies strengths and shortcomings with more detailed personal response.	Evidence of balanced critical thinking. Makes a personal judgement based on the evidence.	Comments on the artistic merits of the work with some insightful observations.	Perceptive mature review. Confidently identifies and assesses personal impact.

Section 4: Questions and Discussion	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Listening Skills	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 and inferences fully.
Responding to Questions and Discussions	Brief responses developing some answers.	Developing fuller answers.	Fuller, more fluent answers.	Some lively responses.	Lively responses and related ideas, showing excellent communication skills.
Asking Questions	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.
Taking part in the group	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.
General	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.

Qualification Progression

Graded Examinations in Speech of ESB are available at five different levels. These levels are shown below:



Below is our qualification portfolio and the relevant qualification highlighted in bold:

ESB Graded Examinations in Speech				
Pre-Entry	Entry	Foundation	Intermediate	Advanced
ESB Early Steps: Step 1 ESB Early Steps: Step 2 ESB Pre-Entry Level Award in Speech	ESB Entry Level Award in Speech (Entry 1) ESB Entry Level Award in Speech (Entry 2) ESB Entry Level Award in Speech (Entry 3)	ESB Level 1 Award in Speech (Grade 1) ESB Level 1 Award in Speech (Grade 2) ESB Level 1 Award in Speech (Grade 3)	ESB Level 2 Certificate in Speech (Grade 4) ESB Level 2 Certificate in Speech (Grade 5)	ESB Level 3 Certificate in Speech (Grade 6) ESB Level 3 Certificate in Speech (Grade 8)

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