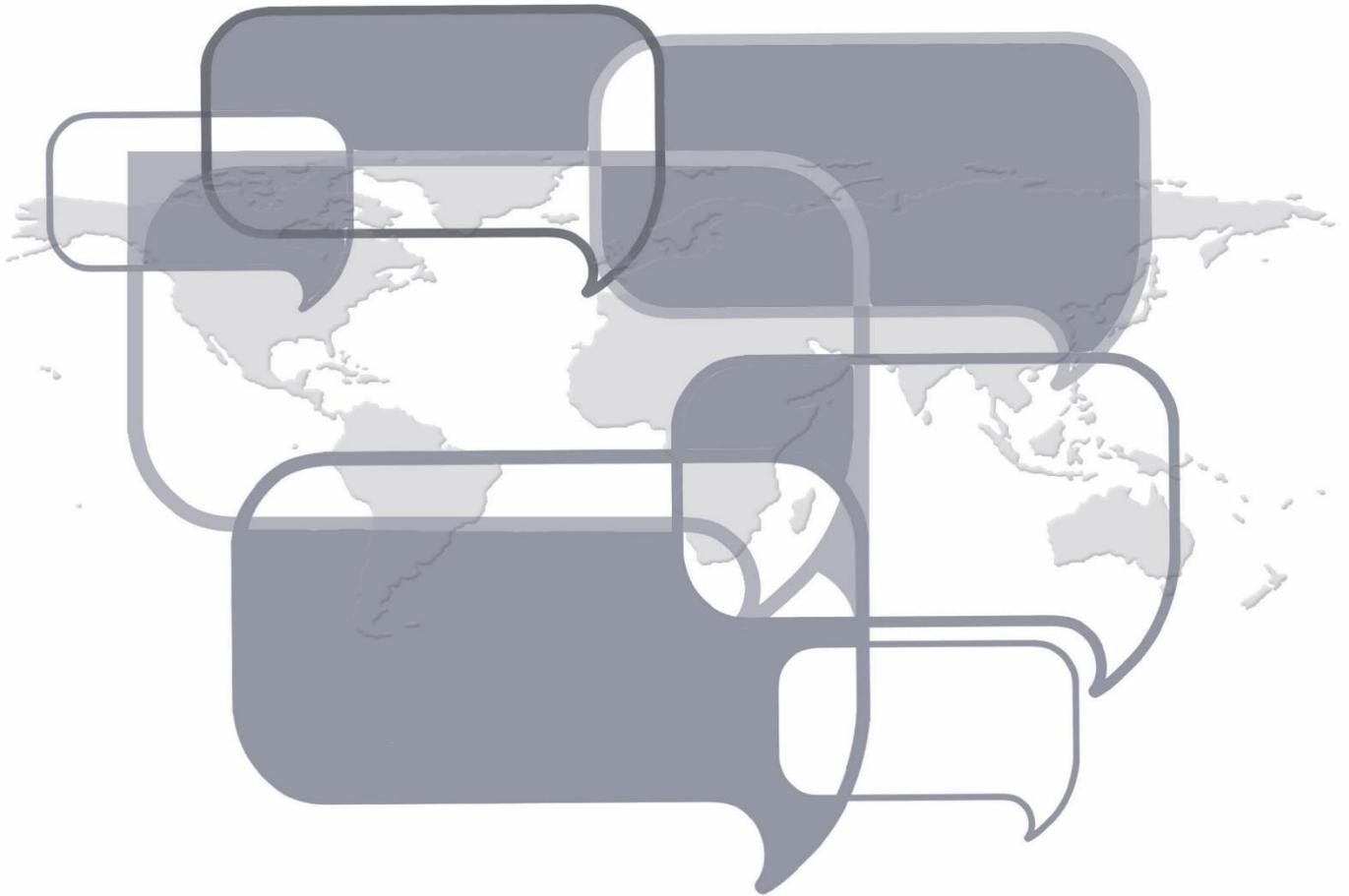


ESB Level 3 Certificate in Speech (Grade 8)



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Contents

<i>ESB Level 3 Certificate in Speech (Grade 8)</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 8)

The ESB Level 3 Certificate in Speech (Grade 8) promotes oracy and is designed to refine learners' presentational and performance 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 based on a technical subject.
- Lead a newspaper discussion based on a complex issue with different viewpoints.
- Provide an evaluative literary recommendation, which involves researching the writer and commenting on their style.
- 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 13 pupils (indicative age 17-18 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: 24 (Pass, Good Pass); 27 (Merit, Merit Plus) and 30 (Distinction).

Qualification Information	
Accreditation Information	Ofqual Start Date: 01/09/2010 Code: 501/1667/8 SQA Title: ESB Examination in Speech: Grade 8 SQA Start Date: 31/07/2014 Code: R583 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	25 minutes
Total Qualification Time (hours)	250
Guided Learning Hours	48
Credit	25
Grading	Candidates 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 deliver a presentation on a subject of own choice using audio/visual material. In doing so, they should use both quantitative and qualitative evidence, and present personal conclusions. They should support their talk with a digital presentation.

Learners should lead a discussion based on an article from a quality newspaper or periodical. They should give an introductory summary, identify the style, bias and issues raised, and offer an opinion on those issues. They should conclude by summarising the opinions of the group.

Section 2 (20%): Newspaper Discussion, 10 minutes.

**Section 3 (20%):
Literary
Recommendation, 4
minutes.**

Learners should provide a literary recommendation of a novel, biography, drama, poetry or public address. They should then give a reading or memorised delivery from their chosen text.

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 8) has the following learning outcomes and assessment 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 a sense of ownership of the material, indicating evidence of research'. 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 an 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 to engage the audience wholeheartedly. 3.2 Demonstrate a discriminating and sensitive personal interpretation of the material, which conveys complexity and range of meaning.

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 and time, Style, Communication
- Voice and Speech
- Use of supportive

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 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. No more than 30 seconds over given time	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 evidence based conclusions.	Shows focused research and depth of knowledge. Draws evidence based 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.

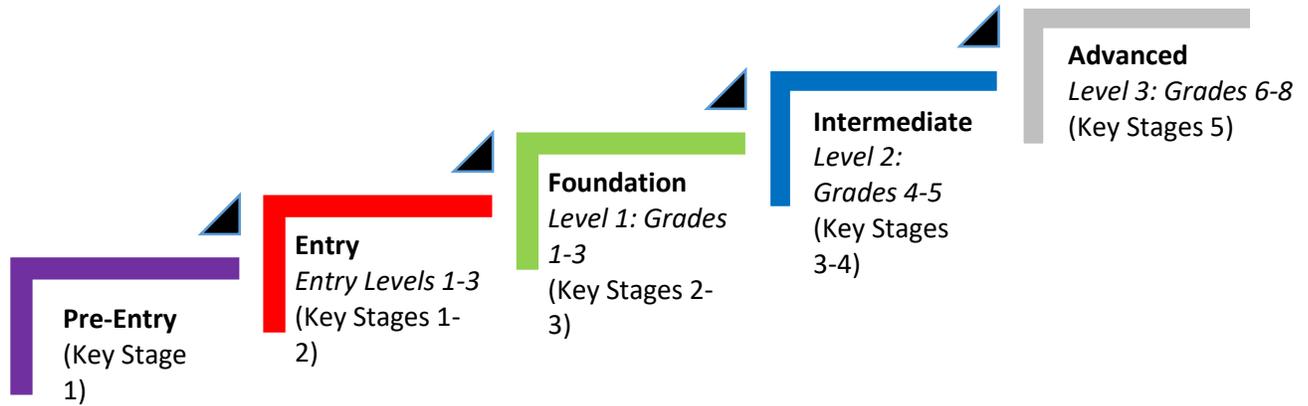
Section 2 Newspaper Discussion Time: 1+2+7 minutes	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of Material	Suitable choice appropriate to Level 3, to minimum stated time.	Suitable choice for time limit.	Considered choice, information selected for time limits.	Considered choice, 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 ongoing 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	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of Material	Appropriate choice with meaning to the learner	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.	Fuller introduction, giving thoughtful, concise evaluation and comment.	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.

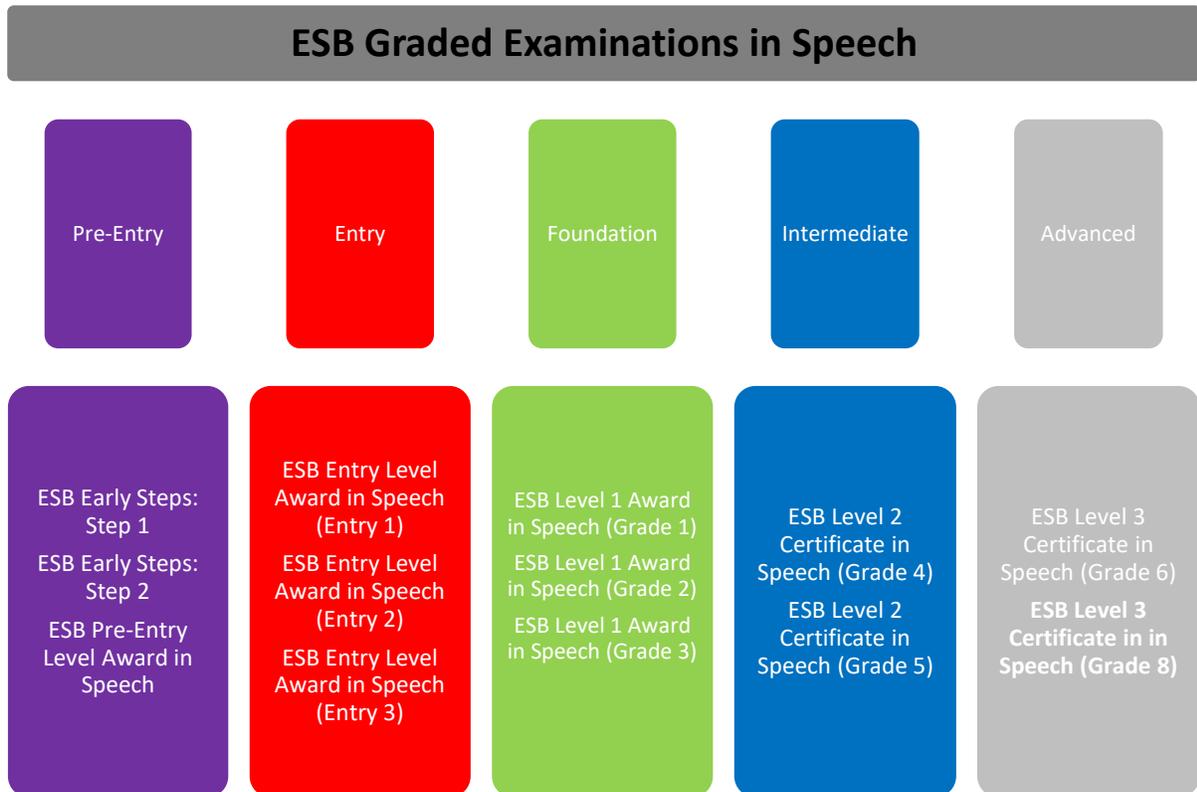
Section 4: Questions and Discussion	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Response to Questions and Challenges	Some ability to respond to challenges.	Responds well to challenges.	Fuller, fluent responses drawn from own understanding or experience.	Fluent responses show good 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.

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:



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