

Introduction to ESB Senior and Advanced Grades

The aim of all the activities throughout the ESB syllabuses is to achieve successful oral communication in English. Students will gain the skills and confidence to express themselves freely in any situation.

Preparing candidates for ESB examinations

A series of ten focused sessions might reasonably be needed to prepare candidates for an ESB examination.

ESB exams support National Curriculum requirements and will help to develop oracy throughout the school or college.

Each candidate should have a copy of the relevant syllabus. Separate syllabuses may be downloaded from our website or photocopied.

Ensure that the specific requirements for each section are fulfilled.

Stated times are maximums and include the introduction. Any section which exceeds the time limit may be penalised.

Suggested topics, memorised pieces and books for reading are examples only and not prescriptive recommendations.

Always discourage writing an essay for the talk or introduction and learning it.

Section 1:

Allow time for choice of topic, research, selection and structure. Advise on the detail and the research appropriate for the grade.

Plan an arresting opening and personal ending, rather than an unqualified 'Today I'm going to talk about...' or 'that concludes my talk'.

Ensure students have time to practise their use of cue cards, audio visual aids and PowerPoint where appropriate.

Sections 2 and 3:

Introduce students to a variety of poems, prose and drama.

In the higher grades, choices might come from the English Syllabus, G.C.S.E or A Level.

Encourage reading aloud of text, with discussion on themes, language and style to help interpretation and

communication. Electronic books should not be used for the assessment except for self-selected pieces. Working in small groups of four or five to practise will achieve more in the time available.

Application for Reasonable Adjustments and Special Consideration

When you register candidates, we send you:

1. Reasonable Adjustment Form. This is for you to apply for reasonable adjustments for a candidate who suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to adjust the way that the assessment is accessed or carried out. These adjustments have been developed with the understanding that they must not affect the validity of the assessment, but to avoid needless disadvantage e.g. if the assessment criteria state eye contact is required, this should be taken to indicate alternative means of sharing behaviour for blind candidates. Dyslexic candidates present a prepared reading if they wish, even if the syllabus task asks them to prepare a number of pages. Because speech is being assessed in all these grades it may be appropriate for a deaf candidate to use an interpreter to understand oral instructions (i.e. access the qualification) but it is not appropriate for them to have a speaker to speak the words for them as this would compromise the assessment objectives.
2. Request for Special Consideration Form for any short term difficulty e.g. recent bereavement, illness. We can only accept this for consideration if it is received by ESB before your results are returned to you. Assessors should also be advised informally on the day of any other information which may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt, please talk to us.

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Room Layout

Candidates

Examiner's table
Small table for
visual aids
Free-standing board for
pictures/maps
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ESB Senior Grades -Syllabus Content Summary

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 Speaking and Listening where possible and appropriate. All tasks take place in a participating group context of at least 5 others and are mandatory. Sections 1, 2 and 3 are solo.

Grade

Time
Year Group
Section 1
Talk
Section 2
Memorised / practised
Own Choice (not self-
composition)
Section 3
Own Choice
(see note on p. 2 re the use
of e-readers)
Section 4
Oral Interaction
Senior Introductory and Senior 1: at NQF Foundation / Level 1
Senior
Introductory
13 minutes
(national Year
Group 7)
Prepared Talk
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.
Own Choice
2 minutes
Present memorised choice
From poetry, spoken song

lyric, prose, or drama, introducing the piece first to explain its appeal for you.

Reading to Listeners
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.

Open Exchange of Ideas
Respond to questions and feedback from your own talk and contribute actively to group discussion.

Senior 1
14 minutes
(national Year Group 8)

Prepared Talk
4 minutes

Deliver a well-structured talk on any topic, with evidence of personal research/ enquiry. Include opinions and advice, using visual aids.

Own Choice
2 minutes

Tell listeners what determined your choice, or explain the context, then speak from memory a chosen piece of poetry, drama or prose.

Reading to Listeners
2 minutes

Introduce your chosen book, setting the prepared passage of 12-15 pages in context, then read an examiner-selected extract.

Open Exchange of Ideas
Listen actively, respond to questions on your own sections and contribute positively to group discussions.

Senior 2 and 3: at NQF Intermediate / Level 2

Senior 2
15 minutes
(national Year Group 9)

Biographical Talk
4 minutes

Give an informative talk on a famous or interesting person. Give researched details of their achievements and importance.

Incorporate visual aids.

Own Choice
2 minutes

Explain the particular qualities of a chosen piece of poetry, prose or drama on the theme of a place or person and speak it imaginatively from memory.

Commentary on Prepared Reading 3 minutes

Read a prepared extract with dialogue and comment on the characters speaking and their place in the plot.

Open exchange of Ideas
Answer questions on your own sections; listen and contribute to discussions with more extended input, including questions, facts and opinions.

Senior 3
18 minutes
(national Year Group 10-11)

N.B.
Both A sections or both B sections must be selected. See syllabus page.

Presenting a Case
5 minutes
(Both A and B)

Research and present a topic that could affect your age group or locality and explain your own views. Integrate visual aids. Support a discussion on the issues raised.

2A. Own Choice 3 minutes

Introduce and read any poem or prose passage (not drama). Introduce with information on the writer and use of language, and context if appropriate.

PLUS

3A. Drama Focused Activity: 5 minutes

Introduce a character from a text. Create and develop the character through role play, and in response to questions.

Open Exchange of Ideas
(Both A and B)

Discuss and answer questions on your own sections, question others and work positively in discussion offering facts, ideas and supportive reasoning.

2B. Memorised Own Choice 3 minutes

Present from memory any poem, dramatic extract or prose passage. Introduce with reasons for choice

PLUS

3B. Analysis of a Significant Speech 5 minutes

Introduce the context and writer/ deliverer of a significant recent or historical speech from real life, comment on the style, then read it aloud.

Senior Introductory

ESB Level 1 Award in Graded Examination in Speech: Senior Introductory Communication (Grade 2) (QCF)

Although this grade would normally be taken in the first year of Senior school (National Curriculum year group 7) it may be used as appropriate for older students inexperienced in oral skills.

Sections 1, 2 and 3 are solo, but all tasks take place in a participating group context of at least 6 candidates.

Senior Introductory -Grade 2 Total Individual Time: 13 Minutes

Section 1: Prepared Talk
Time: 4 minutes

Prepare a talk on any subject in which you have been actively involved, including your opinions and advice. Appropriate visual aids should be used to support your presentation.

Section 2: Own Choice of poetry, spoken song lyric, prose or drama Time: 2 minutes

Introduce, with title and author, a published piece (not self-composition). Explain why you enjoy it and speak it from memory.

Section 3: Reading to Listeners
Time: 2 minutes

Bring a book you have enjoyed and from which you have prepared a passage of about 200 words, including dialogue. *see note below for dyslexia etc.

Introduce your book with its title and author, briefly putting your passage in context, and give your reasons for choosing it before reading the passage aloud.

Section 4: Open Exchange of Ideas

Be prepared to answer questions from the examiner and the listening group arising from all your sections. Listen carefully to others and contribute to questions and discussion when appropriate.

Notes for Teachers:

Read the task for each section carefully and note the time allocated, which includes any setting up and the introduction.

Study the assessment criteria at the PASS level to establish the minimum standard for success.

The criteria are cumulative: MERIT includes the PASS criteria and DISTINCTION includes all that precedes it.

The first section, the Talk, is double-weighted, carrying 40% of the marks. The three other sections each bear 20% of the marks.

Section 1: Break the activity down into parts which can be practised in pairs and groups; e.g. arresting openings and firm conclusions. Practise speaking with visual aids and brief cue card notes if required. (Examiners may ask to see these).

Section 2: Make considered choices from published works which students care about, in plenty of time to be thoroughly learned.

Section 3: Teach candidates to select a passage with a variety of characters and emotions and containing dialogue. Experiment with vocal range, control of pace and intensity to bring the passage vividly to life.

Section 4: Foster active listening so students can focus questions and discussion-points on what they have heard.

* Please notify ESB via the Reasonable Adjustment Form (see page 2) at the time of registering any candidate who suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to make Reasonable Adjustments as appropriate, without affecting the validity of the assessment e.g. dyslexic candidates present a prepared reading.

Use Special Consideration Form (see page 2) to advise ESB, before results are received, of any short term difficulty e.g. recent bereavement, illness. Assessors should also be advised informally on the day of any other information which may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt, please talk to us.

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Section 1: Prepared Talk

Sample Topics: My Sports or Drama Club; Preparing / cooking my favourite dish; Ski-ing; Living in Hong Kong

Show the examiner that you can:

structure your talk clearly and logically within given time limits

present without reading, or memorising a script, using cue cards, if required, but not PowerPoint notes

amplify basic information with your own advice and opinions

illustrate subject appropriately with integrated use of visual aids, perhaps with PowerPoint pictures

share your interest with the group.

Assessment Criteria for Section 1

Senior Intro Pass Merit Distinction
Structure Planned talk, with clear beginning and ending, to minimum stated time

Talk organised and efficient, selected for time limits

Well thought out and effectively planned, thoughtful conclusion

Style Shows personal interest in topic, reliant on notes or learned text

Mostly natural-sounding; if necessary uses notes for extra detail

Confident command of material and language, with or without notes

Voice Speech clear and audible Voice has some vitality, with variety, control of pace and use of pause

Self-assured, fluent delivery

Content Some evidence of research Includes ideas and opinions Selective use of researched material

Accurate, varied content, range of vocabulary, interestingly put together

Visual Aids Reliant on visual aids for support Visual material well chosen and confidently used (may be PowerPoint pictures)

Integrates visual material smoothly to enhance understanding

Communication Shows audience awareness Engages with listeners Shares presentation with enthusiasm and sincerity

Section 2: Speaking By Heart

Examples of suitable memorised pieces are: Colonel Fazackerley by Charles Causley; The Witch by Jack Prelutsky; Graceland by Paul Simon; drama adapted from Kensuquets Kingdom by Michael Morpurgo

Show the examiner that you can:

-

choose a piece that is substantial and meaningful

- introduce your piece, explaining why you chose it with specific reference to the text
- use a variety of voice, pace and style to bring the piece to life

if drama is chosen, support characterisation with minimal use of hand props but not in costume.

Assessment Criteria for Section 2

Senior Intro Pass Merit Distinction

Choice of Material

Suitable length and difficulty Thoughtful choice More challenging piece

Introduction Introduction includes reason for choice with brief reference to text

Fuller introduction, giving thoughtful reasons and references

Focused introduction, awakening interest

Memory Remembers lines mostly accurately with one or two prompts

Words / lines accurate with visible care

Words and sense confidently secure

Delivery Voice audible and clear, using vocal expression

Appropriate phrasing, pace and pause for understanding

Free and Fluent delivery

Interpretation Concentrates on the metre or structure

Creates and conveys mood or atmosphere

Sensitive to text and audience

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Section 3: Reading Aloud

Examples of suitable choices are: Firesong by William Nicholson; Out of the Ashes by Michael Morpurgo; Mortal Engines by Philip Reeve

Show the examiner that you can:

- choose a passage with a significant ending from a book that you have enjoyed reading
- introduce your book with enthusiasm
- read aloud, with accuracy and vitality, bringing the characters to life and ending confidently
- use pace, pause and phrasing to enhance the meaning and style

capture the attention of your listeners.

Assessment Criteria for Section 3

Senior Intro Pass Merit Distinction

Choice of book and passage

An appropriate choice A lively or dramatic choice A challenging choice

Introduction Simple, brief introduction with context

Includes detail in Introduction

Arouses interest by enthusiasm for book

Style Mainly fluent reading, with effective ending

Expressive reading with appropriate pace and timing

Clear contrast between narrative and dialogue, including use of pause

Voice and Delivery Clear, audible voice Vocal and facial expression used to point text

Voice and Face used for vivid interpretation

Communication Some eye contact (see page 2)

Looks up whilst keeping the flow

Shows full awareness of listeners with easy audience communication

Section 4: Listening and Responding

Show the examiner that you can:

- listen carefully to any questions
- answer clearly and thoughtfully, developing your responses
- listen well to other speakers
- ask open questions and contribute ideas when you have the opportunity.

Assessment Criteria for Section 4

Senior Intro Pass Merit Distinction

Listening Skills Listens attentively Supportive of others Listens encouragingly

Responding to Questions / Challenges

Brief replies, developing some answers

Fuller, fluent answers drawn from own understanding or experience

Lively responses extending topic material, showing excellent communication skills

Asking Questions Able to use open questions Thoughtful questions seek additional information

Perceptive questions

Taking Part in the Group

Takes part with encouragement

Engages with group Offers own ideas and supportive comments

General Quietly receptive member of the group

Encouraging attitude to rest of group

Positive, helpful and courteous throughout

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Learning Outcomes

On completion of ESB Senior Introductory the successful student will be able to:

- structure a talk of 4 minutes duration
- deliver the talk to time, using notes selectively
- expand on initial information with advice, comment and opinion
- incorporate audio/visual aids during the talk
- speak a piece of published creative English from memory
- read a prepared passage of about 200 words fluently and audibly
- respond to questions and make contributions to the work of others
- listen carefully and positively throughout the work of a small group.

Notes

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Senior 1

ESB Level 1 Award in Graded Examination in Speech: Senior 1 (Grade 3) (QCF)

Normally taken in National Curriculum year group 8 or 9, but depending upon previous experience.

Sections 1, 2 and 3 are solo, but all tasks take place in a participating group context of at least 6 candidates

Senior 1 A Grade 3 Total Individual Time: 14 Minutes

Section 1: Prepared Talk Time: 4 minutes

Prepare a talk on any topic or activity, showing how you have extended your knowledge through research. Include your opinions and advice. Use relevant audio/visual materials in your presentation.

Section 2: Own Choice of poetry, prose or drama (not self-composition) Time: 2 minutes

Present a memorised poem or prose extract, or perform a short solo scene from a play. Introduce your piece, explaining why you chose it. For prose or drama, explain where the scene fits into the whole work.

Section 3: Reading Aloud Time: 2 minutes

Choose a book you have read and from which you have prepared 12-15 pages including dialogue. The examiner will select an extract from those pages for you to read to the group - *see note below for dyslexia etc. Precede your

reading with an introduction which places the passage in context.

Section 4: Open Exchange of Ideas

Be prepared to answer questions from the examiner and the listening group on all your sections. Listen carefully to others, and contribute positively to group discussion

Notes for Teachers

Read the task for each section carefully and note the time allocated, which includes introductions.

Study the Assessment Criteria at the PASS level to establish the minimum standard for success.

The criteria are cumulative: Merit includes the Pass criteria and Distinction includes all that precedes it.

Section 1, the Talk, is double weighted, carrying 40% of the marks. The three other sections each bear 20% of the marks.

Section 1: Practise research skills frequently. Encourage originality of introductions and conclusions.

Practise handling well-chosen audio/visual aids smoothly. Candidates should explain their researched topic in detail, using facts, ideas and personal opinion.

Section 2: First establish the meaning and intention of the piece to be memorised. The writer's intentions can only be met if a piece is securely learned & leave enough time.

Section 3: Help students to place passages in context so that listeners' appetites are whetted.

Section 4: Foster active listening so students can focus questions and discussion points on what they have heard.

* Please notify ESB via the Reasonable Adjustment Form (see page 2) at the time of registering any candidate who suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to make Reasonable Adjustments as appropriate, without affecting the validity of the assessment e.g. dyslexic candidates present a prepared reading.
Use Special Consideration Form (see page 2) to advise ESB, before results are received, of any short term difficulty e.g. recent bereavement, illness. Assessors should also be advised informally on the day of any other information which may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt, please talk to us.

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Section 1: Prepared Talk

Examples of successful topics: The Battle of Hastings; Crystals; Salvador Dali's Art; Glastonbury Festival.

Show the examiner that you can:

- structure your talk clearly and logically within given time limits
- present without reading, or memorising a script, using cue cards if preferred
- amplify basic information, including reference to research, with your own advice and opinions
- illustrate subject appropriately with integrated use of audio/visual aids, which may include PowerPoint images but not PowerPoint notes
- speak clearly enough to be heard, at a controlled pace
- share your interest with the group.

Assessment Criteria for Section 1

Senior 1 Pass Merit Distinction

Structure and

Time

A planned talk, with clear

beginning and ending, to

minimum stated time

Talk shaped for clear

understanding by the listeners,

selected for time limits

Well thought out and

effectively planned

Style Speaks without over-reliance

on reading, or memorising a

script

Mostly natural-sounding

Uses notes for detail if

necessary

Confident command of

material and language, with

or without notes

Voice Speech clear and audible Voice has some vitality

Variety of pace and use of pause

Self-assured, fluent delivery

Controlled pace

Content Includes evidence of own research
Gives ideas and opinions
Comments on researched material
Effective selection of information with thoughtful concluding observation
Visual Aids Considerable reliance on visual /audio material for support
Audio or visual material (may include PowerPoint images), selectively chosen and confidently used
Accomplished use of audio or visual material to enhance understanding
Communication Shows some audience awareness
Frequent audience contact Self-assured, shares opinions and advice with authority

Section 2: Speaking By Heart

Examples of suitable memorised pieces: Words are Ours by Michael Rosen; Chocoholic by Carol Ann Duffy; The Charge of the Light Brigade by Alfred Lord Tennyson. Self-composition is not suitable for this grade.

Show the examiner that you can:

.
choose a piece that is substantial and meaningful
introduce the piece, explaining why you chose it, with specific reference to the text. For drama, give the context
speak from memory
use a variety of voice, pace and style to bring the piece to life
if drama is chosen, support characterisation with minimal use of hand props but not in costume.
Assessment Criteria for Section 2

Senior 1 Pass Merit Distinction

Choice of Material
Suitable length and difficulty Thoughtful choice More challenging piece
Introduction Introduction includes reason for choice with brief reference to text or context
Fuller introduction, giving thoughtful, concise reasons and references
Focused introduction, awakening interest
Memory Words mostly accurate but with effort, may need one or two prompts
Words / lines accurate with visible concentration
Words and sense confidently secure
Delivery Voice audible and clear, using some expression
Appropriate phrasing, pace and pause
Free and fluent delivery
Interpretation Concentrates on the metre or structure
Creates and conveys understanding and mood
Sensitivity to text and audience

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Section 3: Reading Aloud

Examples of successful choices are: Smith by Leon Garfield; Teacher's Dead by Benjamin Zephaniah; Watership Down by Richard Adams; The White Darkness by Geraldine McCaughrean; Curious Incident of the Dog in the Night-time by Mark Haddon

Show the examiner that you can:

.
prepare an appropriate section of a book that you value
introduce your book concisely, setting out the context
read aloud, with accuracy and vitality, bringing the characters and ending to life
use pace, pause and phrasing to enhance the meaning and writing style
capture the attention of your listeners.
Assessment Criteria for Section 3

Senior 1 Pass Merit Distinction

Choice of book and pages
Appropriate choice A lively or dramatic choice A challenging choice
Introduction Simple, brief introduction with context
Clear introduction, setting prepared pages in context
Arouses listeners' interest by enthusiasm for book
Style Mainly fluent reading, with effective ending
Expressive reading with appropriate pace and timing
Clear contrast between narrative and dialogue, with sensitive timing throughout
Voice / Delivery Clear and audible Uses vocal and facial expression to point text
Uses voice and face for vivid interpretation
Communication Some eye contact (see page 2)
Looks up whilst keeping the flow
Provides meaning and mood
Shows full awareness of listeners with easy audience communication

Section 4: Listening and Responding

Show the examiner that you can:

.
answer clearly and thoughtfully, developing responses with opinion
listen with courtesy to other speakers
ask open questions and contribute ideas when you have the opportunity.
Assessment Criteria for Section 4

Senior 1 Pass Merit Distinction

Listening Skills Listens attentively Supportive of others Listens encouragingly
Responding to Questions and Challenges
Brief replies, developing some answers
Fuller, fluent responses drawn from own understanding or experience
Lively responses developing topic material, showing excellent communication skills
Asking Questions Able to use open questions Thoughtful questions seek additional information
Perceptive questions
Taking Part in the Group
Takes part with encouragement
Engages with group Offers own ideas and supportive comments
General
Quietly receptive member of the group
Encouraging attitude to rest of group
Positive, helpful and courteous throughout

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Learning Outcomes

On completion of ESB Senior One the successful student will be able to:

- . structure a talk of 4 minutes duration
- . deliver the talk without full notes, to time
- . expand on initial information with advice, comment or opinion
- . incorporate audio/visual aids during the talk
- . speak a piece of published creative English from memory
- . read fluently and audibly a passage taken from 12-15 prepared pages
- . respond to questions and make contributions to the work of others
- . listen carefully and positively throughout the work of a small group.

Notes:

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Senior 2

ESB Level 2 Certificate in Graded Examination in Speech: Senior 2 (Grade 4) (QCF)

Normally taken in year groups 9 or 10, depending on previous achievement.

Sections 1, 2 and 3 are solo, but all tasks take place in a participating group context of at least 6 candidates

Senior 2 A Grade 4 Total Individual Time: 15 Minutes

Section 1: Biographical Talk

Time: 4 minutes

Give your listeners an informative talk on a famous or interesting person, past or present. You may choose a personal role model. Explain your choice and give details of their achievements and importance. Include relevant audio/visual materials in your presentation.

Section 2: Own Choice of Poetry or Prose or Drama

Time: 2 minutes

Present a memorised piece about a place or a person. Introduce your choice by telling your audience what you consider to be its important qualities.

Section 3: Commentary on a Prepared Reading

Time: 3 minutes

Bring a fictional book you have read and enjoyed. Read aloud a practised extract of 150 to 200 words containing dialogue and then comment on the characters mentioned and their importance in the plot. *See note below for dyslexia etc.

Section 4: Open Exchange of Ideas

Contribute responsively both as listener and speaker, throughout the session, answering questions and complementing facts with reasons, opinions and ideas.

Notes for Teachers

. Read the task for each section carefully and note the time allocated which includes introductions.

. Study the Assessment Criteria at the PASS level to establish the minimum standard for success.

. The criteria are cumulative: Merit includes the Pass criteria and Distinction includes all that precedes it.

. The first section, the Talk, is double-weighted, carrying 40% of the marks. The three other sections each bear 20% of the marks.

Section 1 -Choose characters who can be brought readily to life through research and lively presentation. Limit the choice of audio/visual material to the most relevant and vivid.

Section 2 -The choice here may be linked to the subject of the talk if the student wishes. Pieces must be securely memorised to allow students to focus on the interpretation.

Section 3 -This reading focuses on characterisation. Students will need to be familiar with the whole book in order to draw valid conclusions about the impact of characters on the story.

Section 4 -Foster active listening so students can focus questions and discussion points on what they have heard.

* Please notify ESB via the Reasonable Adjustment Form (see page 2) at the time of registering any candidate who suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to make Reasonable Adjustments as appropriate, without affecting the validity of the assessment e.g. dyslexic candidates present a prepared reading.
Use Special Consideration Form (see page 2) to advise ESB, before results are received, of any short term difficulty e.g. recent bereavement, illness. Assessors should also be advised informally on the day of any other information which may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt, please talk to us.

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Section 1: Biographical Talk

Examples of successful talks: a national sports person; a scientist; an explorer; an entertainer; a personal role model

Show the examiner that you can:

. structure your talk clearly and logically within given time limits

. present without reading or memorising a script but using headed cue cards or PowerPoint notes if you wish

develop content with researched information, and give reasons for your choice

· speak clearly at a controlled pace

· illustrate subject appropriately with supportive material, which may include PowerPoint.
Assessment Criteria for Section 1

Senior 2 Talk Pass Merit Distinction

Structure A planned talk, with clear beginning and ending, to minimum stated time

Structured talk with imaginative opening and conclusion, selected for time limits
Well thought out and effectively planned

Style Speaks without over-reliance on notes, or memorising a script

Mostly natural-sounding, notes used for detail if necessary

Confident command of material and language, with or without notes

Voice Speech clear and audible Voice has some vitality

Variety of controlled pace and use of pause

Vocal maturity with fluent delivery

Content Includes evidence of own research

Gives reasons for interest

Focused use of researched material, with relevant comment

Shows clear personal interest

Effective selection of information and depth of comment, employing mature vocabulary

Visual Aids Considerable reliance on visual /audio material for support

Uses selective supportive material purposefully to assist with detail

Accomplished use of well integrated supportive material

Communication Shows some audience awareness

Talk is directed to and focused on listeners

Self-assured, shares opinions and advice with authority

Section 2: Speaking By Heart

Examples of suitable memorised pieces are: Granny by Vernon Scannell; Blood Brothers by Willy Russell; An Irish Airman Foresees His Death by WB Yeats; Dreams of Anne Frank by Bernard Kops

Show the examiner that you can:

· choose a piece relating to a person or place, that is meaningful and has substance

· introduce your piece: explain, with specific reference to the text, why you chose it. For drama, give the context

· speak it from memory

· use a variety of voice, pace and style to bring the piece to life

· if drama is chosen, support characterisation with minimal use of hand props but not in costume.

Assessment Criteria for Section 2

Senior 2 Pass Merit Distinction

Choice of Material

Suitable length and difficulty Thoughtful choice More challenging piece

Introduction Introduction includes reason for choice with brief allusion to text or context

Fuller introduction, giving thoughtful, concise reasons and reference to text

Focused introduction, awakening interest

Memory Speaks words mostly accurately but needing visible care, may need one or two prompts

Words / lines fully accurate, showing concentration

Words and sense confidently secure

Delivery Voice audible and clear

Some use of expression

Appropriate phrasing, pace and pause

Free and fluent delivery

Interpretation Concentrates on the metre or structure

Creates and conveys mood Sense of spontaneity with sensitivity to text and group

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Section 3: Commentary on a Prepared Reading

Examples of successful choices are: The Boy in the Striped Pyjamas by John Boyne; The Day Dreamer by Ian McEwan; Naughts and Crosses by Malorie Blackman; His Dark Materials by Philip Pullman

Show the examiner that you can:

· prepare an appropriate section of a book that you value

· introduce your book

· read aloud, with accuracy and vitality, bringing the characters and ending to life

· use pace, pause and phrasing to enhance the meaning and writing style

· comment on the characters involved, without use of notes

· capture the attention of your listeners.

Assessment Criteria for Section 3

Senior 2 Pass Merit Distinction

Choice of book and extract

An appropriate choice A lively or sensitive choice with some variety

A challenging choice

Evaluation / Commentary

Brief comments on characters

and their roles, without use of notes
Some insight into characters and roles
Mature analysis of characters and roles
Style
Interpretation
Mainly Fluent reading, with effective ending
Lively or sensitive reading with appropriate pace and timing
Clear contrast between narrative and dialogue
Characters brought fully to life, with sensitive timing throughout
Voice and Delivery Voice audible and clear Vocal and facial expression used to point text
Voice and face used for vivid interpretation
Communication Some eye contact (see page 2) Appropriate eye contact to help meaning and mood
Engages audience fully

Section 4: Listening and Responding

Show the examiner that you can:

answer clearly and thoughtfully, developing responses with opinion
listen with courtesy to other speakers
ask open questions and contribute ideas when you have the opportunity.
Assessment Criteria for Section 4

Senior 2 Pass Merit Distinction

Listening Skills Listens attentively Supportive of others Listens encouragingly
Responding to Questions and Discussion
Brief replies, developing some answers
Fuller, fluent responses drawn from own understanding or experience
Lively responses developing topic material, showing excellent communication skills
Asking Questions Able to use open questions Thoughtful questions seeking additional information
Perceptive questions
Taking Part in the Group
Takes part with encouragement
Engages with group Offers own ideas and supportive comments
General Quietly receptive member of the group
Encouraging attitude to rest of group
Positive, helpful and courteous throughout

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Learning Outcomes

On completion of ESB Senior Two the successful student will be able to:

structure a talk of 4 minutes duration
deliver the talk without full notes, to time
expand on initial information with advice, comment or opinion
incorporate audio/visual aids during the talk
speak a piece of published creative English from memory
read a prepared passage of 150-200 words fluently and audibly and comment on the characters involved
respond to questions and make contributions to the work of others
listen carefully and positively throughout the work of a small group.

Notes:

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Senior 3

ESB Level 2 Certificate in Graded Examination in Speech: Senior 3 (Grade 5) (QCF)

Normally taken in Year Group 10-11 to enhance GCSE Speaking and Listening requirements

Sections 1, 2 and 3 are solo, but all tasks take place in a participating group context of at least 6 candidates

N.B There are two alternative options for this grade. Each must be presented in its entirety i.e. you may not mix items from Option A with Option B.
(Section 1 and Section 4 are the same for both options).

Senior 3 B Grade 5 Option A Total Individual Time: 18 Minutes
Section 1: Presenting a case Time: 5 minutes

Research an issue which could affect your age group. Give a balanced presentation and explain your own views on the subject. You must include relevant visual or audio materials in your presentation.

Section 2A: Own choice of Poetry or Prose of literary worth Time: 3 minutes

Choose a poem, or an extract from a published novel or short story (not a play or self-composition). Introduce your selected piece with information about the writer and use of language, and comment on the style or context of the work, before reading or speaking the piece to the group.

Section 3A: Character Analysis -Drama-focused Activity Time: 5 minutes

Choose a character from any text not selected for Section 2. Introduce your character briefly (1 minute) and provide a concise context, then communicate your chosen character:
Put yourself in the hot seat. Respond in character to the questions from the listening group, to communicate understanding of your chosen character's thoughts, feelings and reactions through speech.
Simple hand props may be employed if appropriate but use of costume is not allowed.

Section 4: Open exchange of ideas Time: 4 minutes

Discuss and answer questions on the issues raised in your presentation.
Contribute your ideas and opinions to develop others' discussions, as well as answering questions from the examiner and members of the listening group following other sections.

Senior 3 -Grade 5 Option B Total Individual Time: 18 Minutes

Section 1: Presenting a case Time: 5 minutes

Research an issue which could affect your age group. Give a balanced presentation and explain your own views on the subject. You must include relevant visual or audio materials in your presentation.

Section 2B: Own choice from Poetry, Prose or Drama of literary worth -memorised Time: 3 minutes
Choose a poem, or an extract from a published novel, short story or play (not self-composition). Speak the piece from memory, after a 1 minute introduction providing the reasons for your choice and what makes it worth learning.

Section 3B: Analysis of a Significant Real-Life Speech Time: 5 minutes

Choose a recent or historical speech from real life. Briefly introduce its writer or the person who delivered it. Give its context and significance, and comment on its style and delivery (this should take at least half the time allocated for the task). Then read the speech, or an extract from it, for the group.

Section 4: Open exchange of ideas Time: 4 minutes

Discuss and answer questions on the issues raised in your presentation.

Contribute your ideas and opinions to develop others' discussions, as well as answering questions from the examiner and members of the listening group following other sections.

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Notes for Teachers

Read the task for each section carefully and note the time allocated which includes introductions.

Study the Assessment Criteria at the PASS level to establish the minimum standard for success.

The criteria are cumulative: Merit includes the Pass criteria and Distinction includes all that precedes it.

The first section, the Talk, is double weighted, carrying 40% of the marks. The three other sections each bear 20% of the marks.

Section 1 - Explore current issues regularly, forming varied views through research and discussion.

Section 2A - Use work (not self-composition) already being studied, if you wish. The focus for this task is on the writer's use of language. It may be read or committed to memory if the candidate prefers, but there needs to be very clear familiarity with, and understanding of, the text. No additional marks are given for memorisation, but this may improve the candidate's fluency, knowledge and understanding.

Drama may not be used for 2A in combination with Section 3A, to provide wider exposure to different forms of literature.

Section 3A - Study the dramatic possibilities carefully together, considering characters from a play, novel, poem, short story or film script. The introduction for this task should take approximately 1 minute, giving the character's name and providing relevant information for listeners, perhaps indicating the point in the character's life. Provide sufficient information for questioners to be able to ask about the character's thoughts and feelings.

e.g. My name is Jane Eyre. I was orphaned as a young child and lived unhappily with my aunt and cousins before I was sent to a charity school, where I spent the last 8 years. I became a teacher there but now I have just arrived at my new place of work. I have accepted a job as governess caring for a young French girl here at Thornfield Hall. I understand that the master of the house is Mr Rochester.

Explore different techniques to create the character. Speech will be most important: body language, gesture and use of relevant props may enhance the communication. Practise thinking and responding in character.

Section 2B - Use work already being studied, if you wish. This option provides an opportunity to concentrate on memorising a worthwhile piece and cannot be a self-composition. Include personal response to the work in the introduction to explain and justify the choice.

Section 3B - Consider a variety of speeches from real life past or present before making a choice. Research the context for how it came to be written / delivered, as well as some relevant biographical detail for the writer or speaker.

Identify the main techniques employed in the speech and select an extract to read that demonstrates these. The accent of the original need not be used unless you consider it is necessary to do so to demonstrate a particular point already made.

Section 4 A Candidates should be able to discuss the issues raised by their presentation, as well as answering questions. Practise asking supplementary questions of the group to keep a discussion flowing and to balance the contributions from individuals.

* Please notify ESB via the Reasonable Adjustment Form (see page 2) at the time of registering any candidate who suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to make Reasonable Adjustments as appropriate, without affecting the validity of the assessment e.g. dyslexic candidates present a prepared reading.

Use Special Consideration Form (see page 2) to advise ESB, before results are received, of any short term difficulty e.g. recent bereavement, illness. Assessors should also be advised informally on the day of any other information which may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt, please talk to us.

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This Section is the same for both alternative Senior 3 Options, A and B

Section 1: Presenting a Case

Examples of successful topics: Excess packaging; Healthy eating; Alternative energy; Gap Year issues

Show the examiner that you can:

structure your talk clearly and logically within given time limits

present without reading or memorising a script but using cue cards or PowerPoint notes if you wish

amplify basic content with researched information, giving a balanced account

explain the relevance to your age group and give your own point of view

speaking clearly at a controlled pace

illustrate the subject appropriately with supportive material, which may include PowerPoint.

Assessment Criteria for Section 1

Senior 3 Talk Pass Merit Distinction

Structure and time A planned presentation, with

clear beginning and ending, to

minimum stated time

Sets out the issue clearly

and selectively to keep to

time limits

Concise and disciplined

structure

Style Some reliance on notes,

memorisation or PowerPoint

Efficient use of notes Subtle use of notes

Voice and Speech Speech clear and audible Voice has some vitality

Variety of controlled pace

and use of pause

Self-assured, fluent

delivery

Content Relevant to age group

Includes evidence of own

research

Some attempt to present a

balanced view

Own views briefly stated

Presents a balanced view

Highlights topic's relevance

to age group

Selective comment on

researched material

Explains own views

Effective presentation of

information, opinion and

observation

Thoughtful, relevant

introduction and

considered conclusion

Supportive Material Supportive material illustrates information
Supportive material enhances information
Integrated and confident use of supportive material
Communication Catches listeners' interest Involves and challenges listeners
Communicates with mature authority

Notes:

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REMINDER: IF YOU CHOOSE TO DO SECTION 2A, YOU MUST ALSO DO SECTION 3A.

Section 2A: Own Choice of Poetry or Prose

Examples of successful pieces at this level are: Havisham by Carol Ann Duffy; Storm on the Island by Seamus Heaney; The God of Small Things by Arundhati Roy; For Whom the Bell Tolls by Ernest Hemingway

Show the examiner that you can:

- choose a piece that has some literary worth
- research the writer
- comment on the writer's use of language
- comment on the style and, if appropriate, the context
- read or speak with minimal reference to text
- use a variety of voice, pace and style to bring the piece to life.

Assessment Criteria for Section 2A

Senior 3 Pass Merit Distinction
Choice and Structure
Appropriate choice of some literary worth
Evident planning, to minimum stated time
Thoughtful choice
Prepared information selected for time limit
Challenging choice
Presented concisely and effectively
Reading Evident familiarity with text Confidently spoken, with regular text support
Subtle or token reference to text, enabling engagement with the audience
Interpretation Concentrates on the metre or structure
Creates and conveys mood Sense of spontaneity with sensitivity to text and group
Delivery / Voice / Face
Voice audible and clear, using suitable expression
Appropriate phrasing, pace and pause
Free and fluent delivery
Commentary Brief reference to writer and language
Commentary and/or response to questions show recognition of style and understanding of text
Thoughtful, concise comments and references
Some critical analysis of style / context showing research
In depth research and analysis of style / context

Section 3A: Character Analysis -Drama-focused activity

Examples of successful choices are: Heroes by Robert Cormier; My Grandmother by Elizabeth Jennings; Richard Sharpe novels by Bernard Cornwell; To Kill a Mockingbird by Harper Lee; Pride and Prejudice by Jane Austen

Show the examiner that you can:

- select a character from a range of texts
- introduce a character in or out of role and set the context succinctly
- answer questions in role, bringing the character to life
- use appropriate language and techniques to hold the listeners' attention
- understand and convey the character's motivations and feelings.

Assessment Criteria for Section 3A

Senior 3 Pass Merit Distinction
Choice of Material and Introduction
Appropriate choice
Introduction to time, with some reference to character and situation
Imaginative choice
Introduction establishes character and context
Challenging choice
Carefully selected placement of character awakens interest
Communication Shows audience awareness Some engagement with the audience
Engages audience fully
Characterisation Role simply created
Some attempt to sustain character
Develops and sustains character using appropriate language and gesture
Brings chosen character to life with assurance
Voice and Delivery Voice audible and clear Fluent and articulate throughout
Skilful pace, timing and emphasis
Knowledge of text and character
Brief, accurate answers from text Full answers demonstrate understanding of character beyond text
Uses knowledge to demonstrate and develop full complexity of character

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REMINDER: IF YOU CHOOSE TO DO SECTION 2B, YOU MUST ALSO DO SECTION 3B.

Section 2B: Own Choice of Poetry, Prose or Drama of literary worth - memorised

Examples of successful choices at this level are: Presents from my Aunts in Pakistan by Moniza Alvi; Anthem for Doomed Youth by Wilfred Owen; Brave New World by Aldous Huxley; After Juliet by Sharman Macdonald; Journeys End by R.C. Sherriff

Show the examiner that you can:

- . choose a piece that has some literary worth
 - . give carefully-considered reasons for the choice
 - . speak your selected piece from memory
 - . use a variety of voice, pace and style to bring the piece to life
 - . answer questions to demonstrate understanding.
- Assessment Criteria for Section 2B

Senior 3 Pass Merit Distinction

Choice of Material / Introduction
Appropriate choice of some literary worth

Introduction includes reason for choice with brief personal reference to text

Thoughtful choice
Fuller introduction, giving considered, concise reasons and references

Challenging piece
Focused introduction, awakening interest

Memory Speaks words mostly accurately but with visible effort, may require one or two prompts

Words / lines fully accurate, showing concentration
Words and sense confidently secure

Interpretation Concentrates on the metre or structure
Creates and conveys mood Sense of spontaneity with sensitivity to text

Delivery / Voice / Face

Voice audible and clear, using suitable expression
Appropriate phrasing, pace and pause

Free and fluent delivery
Understanding and Communication

Delivery and/or response to questions shows an understanding of text

Communicates understanding to audience
Evident comprehension and full communication with the group

Section 3B: Analysis of a Significant Real-Life Speech

Examples of successful choices are: Winston Churchill @We shall fight on the beaches; Nelson Mandela 'I am the First Accused'; Martin Luther King Jr. 'I have a dream'; Emmeline Pankhurst @Freedom or Death

Show the examiner that you can:

- . select a text from a range of significant speeches
 - . research and convey information on the context and speaker or writer
 - . understand and set out succinctly the speech's significance
 - . analyse and comment on the techniques used in the speech
 - . use a variety of voice, pace and style to bring the speech to life without mimicry.
- Assessment Criteria for Section 3B

Senior 3 Pass Merit Distinction

Choice of material
Introduction of Writer or Speaker

An appropriate choice
Basic information on writer/speaker

A thoughtful choice
Fuller introduction, giving biographical details

A challenging choice, presented concisely and effectively
Voice and Delivery Voice audible and clear

Shows audience awareness
Speaks fluently throughout

Reading illustrates the speech's techniques without mimicry
Brings chosen speech confidently to life with skilful pace, timing and emphasis

Understanding and Communication
Delivery and/or response to questions shows an understanding of text

Some dependence on notes for detail

Communicates understanding to audience, with or without notes
Evident comprehension and full communication with the group

Planning and Context Evident planning, to minimum stated time

Refers briefly to both context and significance

Prepared information selected for time limits
Sets out clear significance and context

Carefully selected information enhances understanding
Explains the speech and context fully but concisely

Evaluation / Analysis of selected speech

Brief comments on speech's style or its original delivery
Some insightful analysis of style and /or delivery of speech

Mature evaluation of style / delivery of speech

This Section is the same for both alternative Senior 3 Options, A and B

Section 4: Open Exchange of Ideas

Show the examiner that you can:

- . open and lead a discussion arising from your talk
- . use strategies to involve all members of the group
- . encourage thoughtful, balanced discussion
- . listen with courtesy to other speakers, respecting other views
- . contribute your own ideas and opinions when you have the opportunity.

Assessment Criteria for Section 4

Senior 3 Pass Merit Distinction
 Listening Skills Listens attentively Supportive of others Listens encouragingly
 Responding to Questions and Discussion
 Brief replies, developing some answers
 Fuller, fluent responses drawn from own understanding or experience
 Mature responses developing topic material, showing excellent communication skills
 Asking Questions Able to use open, relevant questions
 Maintains flow by asking for ideas and opinions
 Thoughtful questions promoting further understanding
 Extends discussion by own responses
 Challenges thinking with perceptive questions
 Taking Part in the Group
 Takes part with encouragement
 Engages with group Offers own ideas and supportive comments
 Controls pace and group dynamics
 General Quietly receptive member of the group
 Encouraging attitude to rest of group
 Positive, helpful and courteous throughout

Learning Outcomes

On completion of ESB Senior Three the successful student will be able to:

- . research and plan a balanced presentation of 5 minutes duration about a contemporary issue
- . deliver the talk without full notes, to time
- . expand on initial information with analysis, comment and opinion
- . employ audio/visual aids during the talk
- . speak a substantial piece of creative English from text or memory, commenting critically on it
- . assume the role of a character and communicate convincingly in that role or analyse and comment on a substantive speech
- . support a discussion in a group, encouraging ideas and opinions
- . respond to questions, and make contributions to the work of others
- . listen carefully and positively throughout the work of a small group.

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ESB Advanced Grades -Content Summary

The three Advanced Grades cover the period from immediately post-GCSE to A2 year or equivalent. These Grades are suitable for students in centres for further education as well as in schools. Each Grade has a different emphasis and qualifies for UCAS points.

N.B. There is currently no ESB Grade 7.

Senior Proficiency: A bridge from post-GCSE to A level. Builds on Senior Grades but makes higher demands on research, language, technique and interpretation. Gives scope for talk to relate to areas under study or outside these areas.

ACE: Designed for A level, Vocational A level candidates or BTEC Diploma students, usually for assessment in second year. The emphasis is on ability to marshal thoughts, present them cogently and clearly, and to argue civilly but persuasively.

ACL: Designed for candidates over 16 who have reached a high standard in a range of communicative oral skills. The emphasis is on thorough research, imaginative performance and integrated commentary.

All tasks take place in a participating group context. All tasks are mandatory.

Senior Proficiency

ESB Level 3 Certificate in Graded Examination in Speech: Senior Proficiency (Grade 6) (QCF)

Senior Section 1 Section 2 Section 3 Section 4

Proficiency Oral Presentation Own Choice Critical Review Questions and

(Advanced / 5 minutes 3 minutes 3 minutes Discussion

Level 3 Choose and research a Present a poem, prose Describe a film, live Questions and discussion

equivalent.) piece of equipment or IT

application. Explain how it

extract or scene from a

play, drawn from world

theatrical production,

television or radio

will take place at any

time. You should also be

Total Time works and its effect on literature. It may be read or programme or piece of prepared to contribute

18 minutes society. Include

audio/visual materials in

your talk.

spoken from memory.

Introduction must include

information about the

writer, comment on the use

of language and the context

of the work.

software. Give a critical

review, highlighting its

merits and weaknesses

and assess its personal

impact.

your ideas and opinions

to develop others'

discussions.

Advanced Certificate In Spoken English (ACSE)
ESB Level 3 Certificate in Graded Examination in Speech: Spoken English (Grade 8) (QCF)
ACSE Section 1 Section 2 Section 3 Section 4
(Advanced / Oral Presentation Newspaper Discussion Literary Questions and
Level 3 5 minutes 1+2+7minutes Recommendation Discussion
equivalent.) Make a presentation on a
subject of your own
Take an article from a
quality newspaper or
4 minutes
Choose a short extract
Questions and discussion
will take place at any
Total Time choice using audio/visual periodical relating to a topic from a novel, biography, time. You should also be
25 minutes material.
Using a variety of
methods, research your
subject and draw and
present your conclusions.
you have researched
thoroughly.
a) give a summary
b) identify issues raised
c) lead discussion and sum
up the views of group.
drama, poem or a public
address. Give an
evaluative
recommendation with a
reading or recitation.
prepared to contribute
your ideas and opinions
to develop others'
discussions.
Advanced Certificate In The Language Arts (ACLA)
ESB Level 3 Certificate in Graded Examination in Speech: Language Arts (Grade 8) (QCF)
ACLA Section 1 Section 2 Section 3
Advanced / Themed Presentation 15 minutes Discussion 10 minutes Programme
Level 3 Research and give an integrated presentation on a theme A discussion follows your Provide the examiner
equivalent.) of your choice with a balance between readings and presentation, in which with a detailed
Total Time commentary. you answer questions programme at the start
25 minutes You must demonstrate significant research, background
reading and performance skills.
about any aspect of it.
Contribute to the
discussions after each
presentation.
of your presentation.

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Advanced A Senior Proficiency
ESB Level 3 Certificate in Graded Examination in Speech: Senior Proficiency (Grade 6) (QCF)

Suitable for first year Sixth Form or similar learning level

Eligible for points on UCAS tariff

Senior Proficiency A Grade 6 Total Individual Time: 18 minutes

Section 1: Oral Presentation

Time 5 minutes

Choose and research a piece of equipment or IT application, and explain how it works and its effect on society. You
must include relevant audio/visual materials in your presentation.

Section 2: Own Choice of poetry, drama or prose

Time 3 minutes

Present a poem, prose extract or scene from a play, drawn from world literature. Your extract may be read or spoken
from memory. Introduce your piece with information about the writer and comment on the use of language and the

context of the work.

Section 3: Critical Review

Time 3 minutes

Choose and describe a film, live theatrical production, television or radio programme or piece of software. Give a
critical review, to highlight its merits and weaknesses, and assess its personal impact for you.

Section 4: Questions and Discussion

Questions and discussion will take place at any time. You should also be prepared to contribute your ideas and
opinions to develop others' discussions.

Notes for Teachers

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Read the task for each section carefully and note the time allocated which includes introductions.

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Study the Assessment Criteria at the PASS level to establish the minimum standard for success.

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The criteria are cumulative: Merit includes the Pass criteria and Distinction includes all that precedes it.

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The first section, the Talk, is double-weighted, carrying 40% of the marks. The three other sections each bear
20% of the marks.

Section 1 A The task is to explain technical concepts and applications clearly, employing effective audio/visual aids.
Regular short talks will help students to develop their vocabulary and an explanatory style of their own.

Section 2 A A wide-ranging choice offers scope for finding a stimulating piece. Encourage originality and vitality in the
presentation.

Section 3 A Encourage students to commit to a personal judgment based upon a balanced assessment of the artistic
merits of the work.

Section 4 A Aim for thoughtful questioning and mature discussion in a climate of attentive listening.

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suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to make
Reasonable Adjustments as appropriate, without affecting the validity of the assessment e.g. dyslexic candidates
present a prepared reading.

Use Special Consideration Form (see page 2) to advise ESB, before results are received, of any short term difficulty e.g.
recent bereavement, illness. Assessors should also be advised informally on the day of any other information which
may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt,
please talk to us.

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Section 1: Oral Presentation

Examples of successful topics: Security cameras; iPads; internal combustion engine; e-books.

Show the examiner that you can:

.

structure your talk clearly and logically within given time limits

.

present without reading or memorising a script, controlling pace

.

amplify basic content with researched information, giving a balanced account

identify and communicate wider implications

integrate supportive material, which may include PowerPoint.
Assessment Criteria for Section 1

Senior Proficiency Pass Merit Distinction

Structure and time A planned presentation, with clear beginning and ending, to minimum stated time

Structure enhances understanding, information selected for time limits

Concise and disciplined structure

Style Occasional reliance on notes, memorisation or PowerPoint

Efficient use of notes etc Subtle use of notes etc

Voice and Speech Speech clear and audible

Controls pace

Voice has some vitality

Uses varied pace and pause

Self-assured, fluent delivery

Content Includes evidence of own research

Limited explanation of effects on society

Highlights subject's use and effects, and draws conclusions

Effective depth of information and comment

Thoughtful, relevant

Introduction and conclusion

Use of Supportive Material

Supportive material illustrates information

Supportive material used purposefully to assist with detail

Integrated and confident use of supportive material

Communication Shows some awareness of audience and occasion

Appropriate register

Involves listeners to share interest

Communicates with mature authority and appropriate use of language

use of language

Section 2: Own Choice of Poetry, Prose or Drama

Examples of successful pieces at this level include: Shadow of the Wind by Carlos Ruiz Zafon; Antigone by Jean Anouilh;

Gertrude and the Ghost by Phoebe Heskeht; Educating Rita by Willy Russell

Show the examiner that you can:

choose a piece that has literary worth

research the writer

comment on the writer's use of language

comment on the style and, if appropriate, the context

memorise, or read with minimal reference to text

use a variety of voice, pace and style to bring the piece to life.

Assessment Criteria for Section 2

Senior Proficiency Pass Merit Distinction

Choice of Material Appropriate choice of literary worth

Thoughtful choice Challenging piece

Introduction Introduction includes reason for choice with brief reference to text or context

Fuller introduction, giving considered, concise reasons and references

Focused introduction, awakening interest

Memorisation or Reading

Clear familiarity with text but needs constant reference

Confidently spoken, with regular text support

Securely memorised or subtle reference to text

Delivery / Voice / Face

Voice audible and clear, using vocal and some facial expression

Appropriate phrasing, pace and pause

Free and Fluent delivery, with authority

Interpretation / Communication

Concentrates on the metre or structure

Creates and conveys mood Sense of spontaneity with sensitivity to text and audience

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Section 3: Critical Review

Show the examiner that you can:

select a suitable production or program for review

describe the selected item, including the medium and, if appropriate, the context

research and review its strengths and weaknesses, according to choice and medium

communicate your opinions and ideas for listeners.

Assessment Criteria for Section 3

Senior Proficiency Pass Merit Distinction

Choice of Material / Structure

Appropriate choice

Evident planning, to minimum time

Thoughtful choice

Prepared information

selected for time limit

Distinctive selection

Presented cogently and effectively

Description Brief, accurate description
Brief reference to medium
Considered description,
includes some detail
including medium, content
and context
Description carefully judged to
engage listeners
Delivery / Voice /
Face
Voice audible, clear and
expressive
Phrasing, pace and pause
suited to listeners and
content
Free and Fluent
Communication Appropriate register for
audience
Confident communication Uses mature, apt vocabulary
Review Identifies strengths and
shortcomings, with some
personal response
Evidence of balanced
critical thinking
States own views
Perceptive mature review
Identifies and assesses personal
impact

Section 4: Questions and Discussion

Show the examiner that you can:

- . lead discussion if appropriate
- . use strategies to involve all members of the group
- . encourage thoughtful, balanced discussion
- . listen with courtesy to other speakers, respecting other views
- . contribute your own questions, ideas and opinions.

Assessment Criteria for Section 4

Senior Prof Pass Merit Distinction
Listening Skills Listens attentively Supportive of others Listens encouragingly
Discussion Contributes to discussion
when asked directly
Maintains flow of discussion
by own ideas and opinions
Supports group focus in
discussion
Contributes to pace and group
dynamics
Mature responses, showing
excellent communication skills
Asking and
Responding to
Questions
Able to use open, relevant
questions
Brief replies, developing
some answers
Questions promote further
understanding
Fuller, fluent responses
drawn from own
understanding or experience
Challenges thinking with
perceptive questions
Responses develop topic
material
Taking part in the
Group
Takes part with
encouragement
Engages with group Full participation in group
Offers own ideas and
supportive comments
General Quietly receptive member of
the group
Encouraging attitude to rest
of group
Positive, helpful and courteous
throughout

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Learning Outcomes

On completion of ESB Senior Proficiency the successful student will be able to:

- . plan a talk of 5 minutes duration with an effective structure, on a technical subject
 - . deliver the talk without full notes, to time, explaining technicalities clearly
 - . expand on initial information with analysis, comment or opinion
 - . employ audio/visual aids during the talk
 - . speak a substantial piece of creative English from text or memory and comment critically on it
 - . give a critical review of a work of performance art, including a personal response to it
 - . take part in discussions and make contributions to the work of others
 - . listen carefully and thoughtfully throughout the work of a small group.
- Notes:

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Advanced Certificate in Spoken English

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

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

Eligible for points on UCAS tariff

Spoken English Grade 8 Total Individual Time: 25 Minutes

Section 1: Oral Presentation Time: 5 minutes

Make a presentation on a subject of your own choice using audio/visual material. Using a variety of methods, research your subject and draw and present your conclusions.

Section 2: Newspaper Discussion Time: 1+2+7 minutes

Provide the examiner with an article from a quality newspaper or periodical, relating to a topic which you have researched thoroughly prior to the assessment.

- a) Give an introductory summary of the article.
- b) Identify the issues raised by the article, offer your opinion on the subject matter and the way it has been reported.

c) Lead a discussion on the main issue and sum up the opinions of the group.

Section 3: Literary Recommendation Time: 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 your chosen text.

Section 4: Questions and Discussion

Questions and discussion will take place at any time. You should also be prepared to contribute your ideas and opinions to develop others' discussions.

Notes for Teachers

Read the task for each section carefully and note the time allocated which includes introductions.

Study the Assessment Criteria at the PASS level to establish the minimum standard for success.

The criteria are cumulative: Merit includes the Pass criteria and Distinction includes all that precedes it. The first section, the Talk, is double-weighted, carrying 40% of the marks. The three other sections each bear 20% of the marks.

Section 1: It may be useful for students to consider a topic relating to a subject they plan to study at university. Ensure sufficient knowledge and demonstration material is prepared for a substantial presentation. Speak as freely as possible: use cue cards, notes and the display to prompt the talk

Section 2: Newspaper Discussion: Encourage early choice of a controversial article. Students should:

avoid very long reports
consider reporting styles
practise preparing a précis
present their own opinions
lead the discussion and sum up.

Section 3: Reading or Memorising: Find a meaningful choice so that there is plenty to evaluate. Prepare and deliver an expressive reading or recitation.

* Please notify ESB via the Reasonable Adjustment Form (see page 2) at the time of registering any candidate who suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to make Reasonable Adjustments as appropriate, without affecting the validity of the assessment e.g. dyslexic candidates present a prepared reading.

Use Special Consideration Form (page 2) to advise ESB, before results are received, of any short term difficulty e.g. recent bereavement, illness. Assessors should also be advised informally on the day of any other information which may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt, please talk to us.

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Section 1: Oral Presentation

Examples of successful topics: Human Rights legislation; Global pandemic spread; Gap Year pros and cons

Show the examiner that you can:

structure your 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.

Assessment Criteria for Section 1

Grade 8

Spoken English

Pass Merit Distinction

Structure and time A planned presentation, with

clear beginning and ending, to

minimum stated time

Structure enhances

understanding, information

selected for time limits

Concise and disciplined

structure

Style Speaks without over-reliance

on notes, memorisation or

PowerPoint

Efficient use of notes,

natural approach

Subtle use of notes, poised

Voice and Speech Speech clear and audible,

controls pace

Voice has some vitality

Uses varied pace and pause

Self-assured, fluent delivery

Content Subject has suitable

substance for Level

Includes evidence of own

research

Some conclusions drawn

Shows focused research and

depth of knowledge

Draws valid conclusions

Effective depth of

information and insightful

conclusions

Thoughtful, relevant

introduction and ending

Use of Supportive

material

Supportive material illustrates

information

Supportive material used

purposefully to assist with

detail

Integrated and confident use

of supportive material

Communication Shows some awareness of

audience and occasion

Appropriate register

Involves listeners to share

interest

Self-assured, shares views

with authority, apt and

mature use of language

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Section 2: Newspaper Discussion

Show the examiner that you can:

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 your 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.
Assessment Criteria for Section 2

Grade 8
Spoken English
Pass Merit Distinction
Choice of Material Suitable choice, to minimum stated time
Considered choice, information selected for time limits
Mature choice, disciplined use of time
Introduction Outlines article and bias Identifies key issues and style or bias
Succinct summary of article
Voice and Speech Speech clear and audible
Controls pace
Voice has some vitality
Uses varied pace and pause
Self-assured, fluent delivery
Content and Post-discussion
Summary
Some evidence of prior research
Brief statement of views expressed during discussion
Clear evidence of additional research
Summarises debate 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
States discussion topic clearly, with personal viewpoint / opinions
Extends debate by on-going analysis of responses
Challenges thinking with considered ideas and opinions
Controls pace and group dynamics

Section 3 Literary Recommendation

Show the examiner that you can:

. 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.
Assessment Criteria for Section 3

Grade 8
Spoken English
Pass Merit Distinction
Choice of Material Appropriate choice of literary worth
Thoughtful choice Challenging piece
Evaluation Recommendation with brief reference to text or context
Fuller introduction, giving thoughtful, concise evaluation and comment
Focused evaluation, with personal recommendation
Memorisation or Reading
Clear familiarity with text but needs constant reference
Confidently spoken, with regular text support
Securely memorised or subtle reference to text
Delivery / Voice / Face
Voice audible and clear, using vocal and facial expression
Appropriate phrasing, pace and pause
Free and fluent delivery
Interpretation / Communication
Concentrates on the metre or structure
Creates and conveys mood Sense of spontaneity with sensitivity to text and audience

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Section 4: Questions and Discussion

Show the examiner that you can:

. lead discussion if appropriate
. use strategies to involve all members of the group
. encourage thoughtful, balanced discussion
. listen with courtesy to other speakers, respecting other views
. contribute your own questions, ideas and opinions
. show ability to support, modify, persuade and evaluate.
Assessment Criteria for Section 4

Grade 8
Spoken English
Pass Merit Distinction
Response to Questions and Challenges

Some ability to respond to challenges
 Fuller, fluent responses drawn from own understanding or experience
 Mature responses develop topic material, showing excellent communication skills
 Questioning Able to use open, opposite questions
 Analytical questions from personal interest
 Challenges thinking with perceptive questions
 Pertinent questions contribute to pace and group dynamics
 Listening Skills Listens attentively Supportive of others 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 and group focus by own ideas and opinions
 Engages 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
 Encouraging attitude to rest of group
 Positive, helpful and courteous throughout

Learning Outcomes

On completion of the ESB Spoken English Grade 8 the successful student will be able to:

- plan and research a talk of 5 minutes duration of some depth, with an effective structure
- deliver the talk without full notes, to time
- expand on initial information with analysis and opinion
- draw conclusions from research
- employ audio/visual aids during the talk
- précis an article from a newspaper or periodical and comment on the reporting style
- lead an analytical discussion, sharing own views and summarise discussion
- evaluate a piece of written or spoken English and share all or part of it with the group
- listen carefully and thoughtfully throughout the work of a small group
- take part in discussions and make contributions to the work of others.

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Advanced Certificate in the Language Arts

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

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

Eligible for points on UCAS tariff

Advanced Certificate in the Language Arts -Grade 8 Total Individual Time: 25 Minutes

Section 1: Presentation on a Theme -60%
 Time: 15 minutes

Research and give an integrated presentation on a theme of your own choice, with a balance between readings and commentary. You must demonstrate significant research, background reading and performance skills.
 Notes:

Include readings selected from fiction and non-fiction to link with and complement your script-free commentary: novels, drama, poetry, biography, diaries, journalism, etc.
 Include a minimum of five to six extracts of contrasting styles, of which at least one must be memorised
 The integrated commentary will 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.
 Section 2: Questions and Discussion -30%
 Time: 10 minutes

Answer questions from the examiner and the group on any aspect of your presentation and develop a discussion. Contribute and comment after other candidates' presentations.

Section 3: Programme -10%

Provide the examiner with a detailed programme at the start of your presentation.

Notes: The Programme must include:

chosen extracts, titles, authors and sources

any other appropriate information or comment

a bibliographical list and any other background references

Notes for teachers

Candidates must achieve a Pass or higher in Section 1 to be successful

Encourage students to consider a topic relating to an EAI Level subject.

All tasks must be attempted

Advise on: planning and timing to create a balanced performance
 use of performance area, with audio visual aids, PowerPoint etc.
 choice of readings in fiction, non-fiction, varied in length and style
 style of delivery in use of voice and movement, costume, make-up where appropriate
 design of programme to contain all required information.

* Please notify ESB via the Reasonable Adjustment Form (see page 2) at the time of registering any candidate who suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to make Reasonable Adjustments as appropriate, without affecting the validity of the assessment e.g. dyslexic candidates present a prepared reading.

Use Special Consideration Form (see page 2) to advise ESB, before results are received, of any short term difficulty e.g. recent bereavement, illness. Assessors should also be advised informally on the day of any other information which may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt, please talk to us.

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Section 1: Presentation on a Theme

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

Show the examiner that you can:

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

Assessment Criteria for Section 1

ACLA Pass Merit Distinction

Research and structure
Evidence of varied methods of research
Clear structure
Theme well researched
Structure enhances understanding
Theme researched in depth
Imaginative and disciplined structure
Selection, planning and material
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
Thoughtfully shaped presentation, selected for time limits
Some variety of styles and texts
Relevant commentary supports the theme
Imaginatively planned, showing originality in selection
Breadth of content and engaging commentary blend seamlessly
Voice Speech clear and audible Voice has vitality
Variety of pace and use of pause used for effect
Self-assured, fluent delivery
Performance Competent
Some use of performance area
Control of pace and timing for dramatic effect
Some use of gesture and movement
Polished, fluent performance
Imaginative use of space, demonstrating wide range of dramatic skills

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Section 2: Questions and Discussion

Show the examiner that you can:

- . 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 your own questions, ideas and opinions
- . show ability to support, modify, persuade and evaluate.

Assessment Criteria for Section 2

ACLA Pass Merit Distinction

Discussion Develops some answers from knowledge and research
Maintains flow of discussion by asking for ideas and opinions
Makes some 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
Mature responses, showing persuasive communication skills
Challenges thinking
Contributes to pace and group dynamics
Full participation in group
Listening Skills Listens attentively Supportive of others Listens encouragingly
Questioning Relevant questions to support speakers.
Questions promote further understanding.
Pertinent, precise questions.

Section 3: Programme

Show the examiner that you can:

- . Research suitable material and information for a theme
- . Devise a comprehensive programme from selected material
- . Produce a suitable programme that includes all relevant detail

Assessment Criteria for Section 3

ACLA Pass Merit Distinction

Content and Production

Required details basically presented
Material well designed and presented
Imaginatively designed, showing originality

Learning Outcomes

On completion of the ESB Advanced Certificate in the Language Arts the successful student will be able to:

- research and plan a themed presentation with an effective structure, of 15 minutes duration
- create and provide a comprehensive written programme of the presentation
- complement the commentary with integrated extracts, both fiction and non-fiction, some memorised
- deliver the presentation with imagination and creativity
- lead a substantial analytical discussion, sharing own views
- listen carefully and critically throughout the work of a small group
- take a full part in all discussions within the group.

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Level Descriptions for Speech and Drama Boards

The major speech and drama Boards have drawn up the following level descriptors for Entry Level to Level 3 for Speech and Drama Graded Examinations. For Senior and Advanced levels the following are relevant.

For ESB assessment programmes, eperformance is defined as presentation skills with emphasis on oral communication.

Level 1

Performance. Candidates will typically:

- Be able to apply their knowledge, understanding and skills to produce a performance which demonstrates understanding and thoughtful interpretation, based on creative engagement with the materials and careful preparation.
- Speak from memory, audibly and clearly and mostly accurately, with a free and fluent delivery, sense of spontaneity, and conscious awareness of audience, sustaining these qualities to the end.
- Create and convey mood (e.g. humour, fear, serenity, excitement) through variations in volume, pace and pitch
- Use body and space aptly to complement their vocal performance.

Repertoire. Candidates will typically demonstrate performance features through:

- Material of sufficient length to allow them to show their ability to establish and sustain their performance and interpretation.
- Content which goes beyond easily recognisable events and stories so that they can begin to explore emotions, moods and atmosphere outside their immediate experience (e.g. imagined people and places, other periods).
- Language which contains a variety of expressive vocabulary and a range of sentence structure, offering some opportunity for interpretative choices.

Level 2

Performance. Candidates will typically:

- Be able to support their intentions in performance by demonstrating a sound understanding of material, leading to a personal and imaginative interpretation in which there is reasonably consistent application of developing technical skills.
- Communicate shades of meaning and contrasts (e.g. characterisation and mood) in an audible presentation, with clear articulation and vocal variation (e.g. volume, pitch, pace, rhythm, colour, style, dynamics).
- Show clear evidence of sensitivity to and skilful handling of the material.
- Give a secure, accurate and sustained performance, which also conveys a sense of spontaneity, through their effective preparation and study.
- Combine their use of voice, body and space effectively to enhance meaning and interpretation and to engage the audience.

Repertoire. Candidates will typically demonstrate performance features through:

- Choice of material which is substantial enough to convey some development, both in terms of author's intentions and candidates' interpretation and performance.
- Content sufficiently complex to provide some contrast and range (e.g. in terms of theme, character, situation or mood) and which will provide opportunities for candidates to begin to explore more universal themes.
- Stylistic variety of language and literary form and some subtleties of vocabulary and syntax to provide opportunities for a variety of approaches and interpretative choices.

Level 3

Performance. Candidates will typically:

- Be able to integrate consciously their knowledge, understanding and skills in a secure and sustained performance which demonstrates a mature understanding of the material.
 - Demonstrate confidence, a sense of ownership, and self-awareness, resulting in a discriminating and sensitive personal interpretation which conveys complexity and range of meaning (e.g. in mood, atmosphere, characterisation, feeling).
 - Demonstrate authority and control through presentation grounded in thorough and relevant preparation.
 - Combine skilful and appropriate articulation and use of body and space with imaginative response and flair, to wholeheartedly engage the audience.
- Repertoire. Candidates will typically demonstrate performance features through:
- Material drawn from significant authors, past and present, from the field of world literature. It will be selected in line with some acknowledged principles, for example coverage of different genres and styles, or coherence/contrast of theme, setting, character, and mood.
 - Overall length and demand sufficient to enable variety and range of presentation to be demonstrated and sustained.
 - Content concerned with subjects of substance which include some depth of thought, enabling the candidate to engage with complex emotions and universal themes. It will require analysis and reflection in the preparation, and present challenging technical requirements in terms of vocal range.
 - Choice of language and syntax which demands considerable inferential understanding and thoughtful interpretation to reflect subtleties of meaning (e.g. metaphoric language, irony).

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