

Junior Grade One



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Introduction

ESB promotes and assesses spoken English in a wide range of educational centres: junior and senior schools, further and higher educational colleges, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB is a charitable organisation, founded in 1953, and pioneered the practice and assessment of oral communication and its fundamental importance to education.

ESB has grown into an international organisation assessing extensively in the UK, Europe, Far East and West Indies.



Junior Grade One Year Group 3 / Indicative Ages 7-8

Unit Aim - The overall aim of the qualification is to promote clear, effective, confident oral communication and responses within a participating group of at least 6 children. Graded Assessments are mapped to the statutory requirements for Spoken Language in the National Curriculum.

Qualification Junior Grade One (Entry Level)	
Assessment method	External Assessment
Grading	Pass, Good Pass (Endorsed), Merit, Merit Plus (Endorsed) Distinction
Accreditation Information	Ofqual Start Date: N/A SQA Start Date: 31/7/2014 Code: R396 04
Total Individual Time	10 Minutes
Credit value	N/A
Guided learning hours (GLH)	N/A
Age range	7-8
Target Group	<ul style="list-style-type: none"> Indicative age is Year 3, but this is not prescriptive; the assessment may be taken by younger or older candidates

Junior Grade 1: Syllabus Content Summary

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

Junior 1 10 Minutes	Section 1: Talk Show and Explain 2 Minutes Talk about an object, model or game and explain how it works or is used	Section 2: Speaking by Heart (not self-composition) Own choice 1 Minute Speak by heart a poem you enjoy. Say the title and the poet's name first and why you like it	Section 3: Reading Aloud 1 Minute Read a prepared passage of about 100-150 words. Introduce it saying why you have enjoyed it	Section 4: Listening and Responding Answer questions from the assessor and the group after the talk
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Glossary

Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the Learning outcomes. There are 9 levels of achievement within the Qualifications and Credit Framework (QCF).
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner initiated private study, preparation and marking of formative assessment is not taken into account.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place.
Indicative content	Provides guidance and advice on the key words.

Qualification Progression

Junior Grade 2

- Usually taken in Year Group 4 / Indicative Ages 8-9

Junior Grade 3

- Usually taken in Year Group 5 / Indicative Ages 9-10

Junior Medallion

- Usually taken in Year Group 6 / Indicative Ages 10 -11

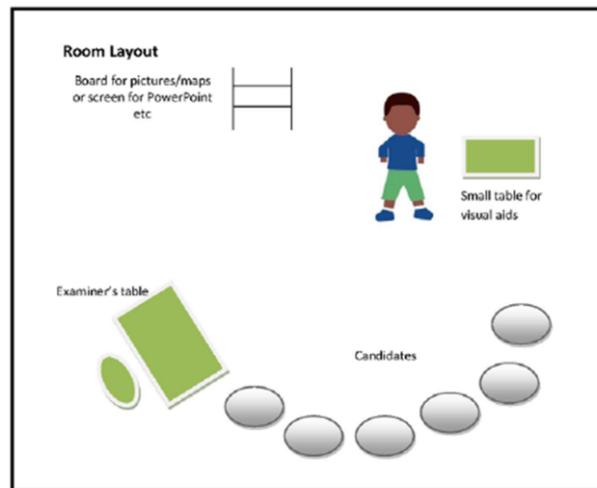
Assessment Guidance

This qualification is externally assessed and quality assured by ESB. The assessment is based on each individual meeting the learning outcomes and assessment criteria, including the ability of the speaker to participate in turn as part of the listening, responding audience. The assessment process and outcome is independent but the tutor is encouraged to sit in as part of the audience.

The recommended maximum number of candidates for assessment at Junior Grade 1 is 26 for one examiner in a day to allow for individual time schedules, changeover and breaks. For larger numbers ESB can provide additional examiner(s) on the same day or assessments may be run over consecutive days.

Each candidate must present to a minimum audience of 5 to allow for full interaction. There may be occasions where not all members of the audience are entrants for Junior Introductory or entrants for the same ESB assessment syllabus. The assessment process works most effectively with a small group as audience, rather than the whole class.

The assessment group should be seated in a horseshoe with the assessor at one end and the speaker in the mouth of the horseshoe. This allows for easy eye contact across the group and ensures the assessor is part of the audience.



The assessor assesses each candidate in turn, in the presence of the group. The assessor provides general oral feedback to the group at assessment.

The ESB assessor also provides a specific written report for each candidate on each aspect of the assessment, with guidance where needed for future progress. These reports are returned to the centre following assessment.

Qualification Criteria

Learning outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Plan a talk of up to two minutes' duration	1.1 Show evidence of planning 1.2 Link detail to own experience 1.3 Present chosen object confidently 1.4 Share content enthusiastically without notes
2	Speak in front of a small group and an assessor	2.1 Share an object, model or game with a listening group note-free 2.2 Tell listeners about it in a spontaneous manner
3	Recite a short poem (not a self-composition) from memory	3.1 Make an appropriate choice 3.2 Commit the words to memory 3.3 Share the poem enthusiastically
4	Read aloud a chosen passage from a favourite story	4.1 Make a challenging choice appropriate to reading ability 4.2 Share content enthusiastically
5.	Introduce the poem and reading, explaining reasons for choice.	5.1 Give the title and author of the poem with a detailed reason for choice 5.2 Give the title and author of the book clearly, with vitality and reasons for choice
6	Speak clearly and loudly enough for the listeners to hear	6.1 Speak using variation of pitch 6.2 Speak using variation of pace 6.3 Speak using variation of tone 6.4 Speak with vocal strength
7	Answer questions from others	7.1 Offer lively responses and related ideas 7.2 Answer clearly and thoughtfully
8	Listen quietly to the presentation of all the others in the group	8.1 Sit still 8.2 Look at other speakers 8.3 Behave positively and courteously throughout
9	Ask factual questions or make relevant comments at appropriate times	9.1 Find thoughtful questions to ask when the opportunity presents itself

Guidance for Teachers

1. The learner will be able to plan a talk of up to two minutes' duration

Candidates should choose something special to them, which they have plenty to talk about. It may help them to include how they came to acquire the object of their talk, where it is kept, or something that happened to do with it. They might choose to talk about: *a collection they are making, something they have made, or a game they love to play*. They should include personal detail. **Notes should not be used.**

2. Speak in front of a small group and an assessor

Practise working in small groups. If candidates work in groups of 6, they can discuss and help each other. Often a pupil will say, "Sophie, you could talk about the camera you had for your birthday" etc... (Sophie has forgotten about the camera!)

Group work enables the teacher to move about – adding their own suggestions. A list of examples can also help to "spark off" ideas.

3. Recite a short poem from memory

Help children to choose something that they really like (not a self-composition). Examples of successful choices at this level might include: *The Quarrel by Eleanor Farjeon; My Grannies by June Crebbin; Some One by Walter de la Mare*. Steer them in the direction of a choice you know will give them the best opportunity for showing what they can do. If there is too much choice and time is limited perhaps the teacher could select a number of suitable poems and allow each group (6 pupils) to have about 10 to read and pass round. Each pupil would then select one or two to read aloud, initially to the group, and then possibly two or three groups could be brought together.

4. Read aloud a chosen passage from a favourite story

Concentrate on helping the candidate to make the reading really interesting for the listeners. Examples of successful choices at this level might include: *The BFG by Roald Dahl, Captain Underpants by Dave Pilkey; George Speaks by Dick King Smith*. A selection has to be chosen of about 100 words and can be practised in class. Encourage pupils to choose their favourite part in the story, ideally with some dialogue. Reading Aloud practice can also be done in the small groups. Prior to practising, pupils need to be guided about introducing the book – "*I am reading an extract from 'The BFG by Roald Dahl'*", giving reasons for the choice.

Please see Centre Handbook for information on Reasonable Adjustments for candidates with dyslexia etc.

5. Introduce the poem and reading, explaining reasons for choice

Concentrate on helping candidates to make the introduction enthusiastic and interesting for the listeners; if they can arouse our interest in the poem/book purely from their introduction, this is a successful way to begin. Ensure that the introductions are natural – avoid using notes.

6. Speak clearly and loudly enough for the listeners to hear

Candidates should project the voice firmly and confidently. They should speak clearly, with enthusiasm, varying the **pitch**, **pace** and **volume** to help make the delivery interesting. Encourage candidates to take time to breathe in properly, as this will help to carry the voice. Pauses are important to give the listeners time to take in the information. Use of **emphasis** will help to highlight important points.

7. Answer questions from others

Candidates should be ready to answer questions from the assessor and listeners at any time. Aim for clear, succinct answers and ensure that candidates really listen to the questions that are being asked.

8. Listen quietly to the presentations of all the others in the group

Listening encouragingly is a skill which must be learnt over time. Encourage candidates to support each other and to act courteously and respectfully at all times.

9. Ask factual questions or make relevant comments at appropriate times

Candidates are assessed on their listening skills and their ability to ask questions at the end of a talk – even a question about the poem or reading book is encouraged. They should be asking questions because they did not understand something or because they want to know more. They should be encouraged to ask open-ended questions:

“**Why** did you ...?”

“**What** happens if you ...?”

“**How** do you ...?”

“Can you tell us about ...?”

Never use prepared and practised questions!

Junior Grade One Grading Criteria

We have designed our assessment and examinations to motivate and engage learners at all ages and levels. During the assessment\examination process the assessor will mark you against a set of criteria known as learning outcomes and assessment criteria; see table below. The overall grade will be allocated on the learner’s ability to meet the criteria. Percentage marks are not annotated on reports or certificates but equate as follows: Pass = 50% Merit = 75%+ Distinction = 90%+.

Section 1 Presenting <i>Time: 2 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Structure	Some evidence of sequencing, to approximate time	Evidence of sequencing with clear beginning or ending	Talk structured, with clear beginning and ending	Clearly structured with originality in beginning and/or ending	Well thought-out planning with originality in beginning, body and ending
Style	Shows personal interest in topic. Learnt / memorised with some use of notes	Personal interest shown, mostly reliant on memorised information	Clearly phrased, with natural delivery in places	Mostly spontaneous	Fluent speech, spontaneous delivery
Voice and speech	Clear or audible voice	Clear and audible voice	Clear, audible, even delivery	Clear and audible with some variation of pitch, pace or tone	Voice has vitality
Content	General explanation	General explanation with some elements of clear detail	Mostly clear detail	Clearly detailed but with little or no reference to personal experience	Detailed explanation, with individuality and reference to personal experience
Visual Aids	Shows chosen object	Refers to chosen object at least once	Presents chosen object confidently	Talk is built around chosen object	Presents chosen object confidently and competently
Communication	Some audience awareness	Looks up at beginning and end and at frequent intervals during the presentation	Shares content with assessor and/or some but not all the group	Shares content with the assessor and the whole group	Shares content enthusiastically and competently with the whole group

Section 2 Speaking by Heart <i>Time: 1 Minute</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Introduction	Gives title and poet	Gives title and poet with brief reasons	Gives title and poet with fuller reason	Gives title and poet with detailed reason	Gives title and poet with detailed reason and enthusiasm
Memory	Remembers lines with several prompts	Needs one prompt	Words generally secure, no prompts required, but some hesitation	Words secure with clear concentration	Words totally secure
Voice / Delivery	Audible voice	Audible voice. Clarity is developing	Clear, audible voice	Clear and audible with some variation of pitch, pace or tone	Voice has vitality and candidate uses facial expression
Choice and Interpretation	Short, simple poem Concentrates on the rhythm or structure	Piece of more substance, beginning to convey the mood	Appropriate length of piece. Catches the mood of the piece mostly	Length of piece is suitable, mood is conveyed with understanding	Thoughtful choice Shares the poem with understanding and enthusiasm

Section 3 Reading Aloud <i>Time: 2 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Choice of book and passage/pages	An appropriate choice of the right length	A choice of suitable length with some opportunity for variety	A choice with regular opportunity for variety	A piece with variety which offers some challenges for the reader	A challenging choice appropriate for your reading ability
Introduction	Gives title	Gives title clearly	Gives title and author	Gives title and author clearly	Gives title and author with some additional detail and enthusiasm
Style	Mainly fluent with regular hesitation	Mostly fluent with minor hesitation	Fluent, unhurried reading	Fluent throughout	Lively reading
Voice / Delivery	Audible voice	Audible voice. Clarity is developing	Clear, audible voice	Clear and audible with some variation of pitch, pace or tone	Voice has vocal strength and vitality
Communication	Audience awareness at beginning and end	Glances up occasionally	Shares with listeners from time to time	Regular eye-contact with the audience	Shares content enthusiastically, while keeping the flow

Section 4 Listening and Responding	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Listening Skills	Listens and understands some questions	Listens and understands most questions	Listens and understands all questions	Listens and understands all questions fully	Listens and understands all questions fully and checks some aspects
Responding to Questions	Brief responses	Developing fuller answers	Fuller answers	Some lively responses	Lively responses and related ideas
Asking Questions	Asks one or two simple questions	Asks several simple questions	Questions seek new information	Thoughtful and more complex questions	Thoughtful and more complex questions and relevant comments
Taking part in the group	Brief contributions when reminded	Brief contributions without being reminded	Takes part mostly appropriately	More extensive contributions	Always ready to take part supportively
General	Generally passive member of the group	Some engagement with the group	Encouraging attitude to rest of group	Positive, helpful or courteous to rest of group	Positive, helpful and courteous to rest of group throughout

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The English Speaking Board (International) Ltd

9 Hattersley Court, Ormskirk
Lancashire L39 2AY
Tel: (+44) 01695 573439
Fax: (+44) 01695 228003
Web: www.esbuk.org
Email: admin@esbuk.org

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