

Junior Grade Three



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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 Three

Year Group 5 / Indicative Ages 9-10

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 Three (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: R398 04
Total Individual Time	12 Minutes
Credit value	N/A
Guided learning hours (GLH)	N/A
Age range	9-10
Target Group	<ul style="list-style-type: none"> Indicative age is year 5, but this is not prescriptive; the assessment may be taken by younger or older candidates

Junior Grade 3: Syllabus Content Summary				
<i>All tasks take place in a participating group context of at least 6 children. All tasks are mandatory and solo</i>				
Junior 3 12 Minutes	Section 1: Explaining How 3 Minutes Talk about something you have achieved, made, grown or learned about. Use visual aids to support your talk. Cue cards may be used if necessary.	Section 2: Speaking by Heart (not self-composition) Own choice 2 Minute Introduce and present a memorised poem or drama extract	Section 3: Reading Aloud 1 Minute Prepare 6-12 pages containing dialogue from a favourite book for the assessor to choose an extract to be read aloud. Place the extract in the context of the story	Section 4: Listening and Responding Answer questions after any of your sections. Listen responsively, ask questions and join in with discussion

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 Medallion

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

Oral Skills for School Interviews

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

Senior Introductory

- Usually taken in Year Group 7 / Indicative Ages 11-12

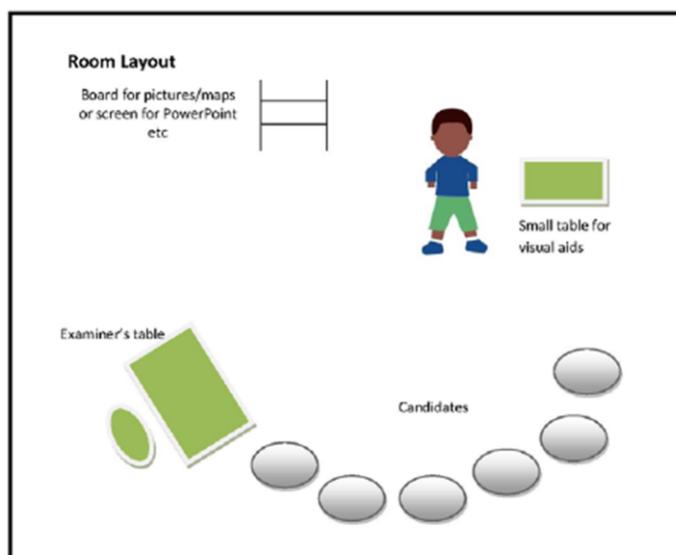
Assessment Guidance

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 3 is 22 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 three minutes' duration	1.1 Show evidence of planning 1.2 Link detail to own experience
2	Speak in front of a small group and an assessor	2.1 Tell the assessor and the listening group about something achieved, made, grown or learnt 2.2 Share content enthusiastically 2.3 Use visual aids smoothly
3	Introduce and present a memorised poem or piece of solo drama of appropriate maturity (not a self-composition)	3.1 Make a choice of appropriate content, length and complexity 3.2 Introduce the piece in a way that awakens interest 3.3 Commit the words to memory 3.4 Deliver the piece in a thoughtful way
4	Practise six to twelve pages, containing dialogue, from a favourite book	4.1 Make a challenging choice appropriate to reading ability
5	Introduce the reading, placing the passage in the context of the story	5.1 Give the title and author of the book 5.2 Take half a minute to introduce your reading clarifying the context of the chosen pages
6	Read aloud a passage selected by the assessor from the prepared pages	6.1 Make clear contrast between narrative and dialogue 6.2 Use pause appropriately 6.2 Respond vocally and facially to the words 6.3 Make eye contact with listeners
7	Speak clearly and loudly enough for the listeners to hear	7.1 Speak using variation of pitch 7.2 Speak using variation of pace 7.3 Speak using variation of tone 7.4 Speak with vocal strength
8	Answer questions briefly from others	8.1 Give lively responses and related ideas, showing excellent communication skills
9	Listen quietly to the presentations of everyone else	9.1 Sit still 9.2 Look at other speakers 9.3 Behave positively and courteously throughout
10	Ask factual questions and make relevant comments appropriate times	10.1 Find thoughtful questions to ask when the opportunity presents itself 10.2 Offer own ideas and supportive comments to support the group

Guidance for Teachers

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

Candidates might talk about: *how they gained a certificate; a trophy they have won, making or growing something; the planets, the Tudors.* Practise openings and conclusions, avoiding repetitive 'Today I'm going to talk about...' or 'Thank you for listening to my talk, are there any questions?' Discuss how displays, and demonstration if used, can be integrated smoothly into the talk. Demonstration, if used, must be integrated into the 3 minutes allocated. Brief, key word notes may be used – the examiner may ask to see these.

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. Introduce and present a memorise poem or piece of drama of appropriate maturity

Help candidates to choose something that they really like (not a self-composition). Steer them in the direction of a choice you know will give them the best opportunity for showing what they can do. Examples of successful verse and solo drama at this level might include: *The Witch's Ride* by Karla Kuskin; *A Small Dragon* by Brian Patten, *Something Told the Wild Geese* by Rachel Field; *Toad of Toad Hall* by AA Milne; *A Little Princess* by Frances Hodgson-Burnett. If there is too much choice and time is limited perhaps the teacher could select a number of suitable poems or 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. Concentrate on making the introduction enthusiastic and interesting for the listeners; if they can arouse our interest in the poem purely from their introduction, this is a successful way to begin. If drama is chosen, hand props may be used, but not costume. Ensure that introductions are natural and spontaneous **and that a copy of the piece is provided for the assessor.**

4. Practise six to twelve pages*, including dialogue, from a favourite book

Concentrate on making the reading really interesting for the listeners. Try to steer candidates towards choose an exciting part of the book where something interesting is happening.

Examples of successful choices at this level might include: *Fergus Crane* by Paul Stewart and Chris Riddell; *Matilda* by Roald Dahl; *The Butterfly Lion* by Michael Morpurgo. Practise using eye contact (or otherwise pointing to the text, for non-sighted candidates) at key moments.

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

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 ‘Matilda’ by Roald Dahl*” giving the required detail for the grade.

5. Introduce the reading, placing the passage in the context of the story

Ensure that introductions are natural and spontaneous – avoid letting the candidates learn/read their introductions. Group discussion work on reading books can be based on questions that might form part of class work on book reviews–

- (a) Tell the group what the book is about
- (b) Who are the main characters?
- (c) What is happening in this part of the book?
- (d) What do you particularly enjoy about this book?
- (e) How does it end? Would you have liked a different ending? Why?

6. Read aloud a passage selected by the assessor

Aim to help candidates to really bring the characters to life. Practise paired reading and reading in small groups. Work towards developing eye contact from simply looking up, to sharing the reading with the whole group and drawing listeners into the story with use of facial expression as well as eye contact.

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

Project the voice firmly and confidently. Speak clearly, with enthusiasm, varying the **pitch**, **pace**, and **volume** to help make the delivery interesting. Take time to breathe in properly, as this will help to carry your voice. Pauses are important to give the listeners time to take in the information. Use of **emphasis** will help to highlight important points.

8. Answer questions briefly 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.

9. 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.

10. 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! Encourage lively, free speech – natural communication.

Junior Grade Three 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: 3 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Structure	Some evidence of organised approach, to approximate time	Evidence of organised approach 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. Reliant on notes or learnt text	Personal interest shown, mostly reliant on memorised information or notes	Mostly natural sounding, using brief notes if necessary	Spontaneous delivery, occasional reference to notes	Fluent speech, unhindered by notes or memorisation
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 and speech have vitality. Content is sensitively paced for ..
Content	General explanation	General explanation with some elements of clear detail	Mostly clear detail	Clearly detailed with little or no reference to personal experience	Detailed explanation, with individuality and reference to personal experience
Visual Aids	Shows visual aids	Refers to visual aids at least once	Presents chosen visual aids confidently	Talk is built around visual aids	Visual aids are of a high standard and are used confidently and competently
Communication	Some audience awareness	Looks up at beginning and end and at frequent intervals during the presentation	Engages with assessor and/or some, but not all, of the group	Engages with the assessor and the whole group	Shares content enthusiastically and competently with the whole group

Section 2 Speaking by Heart (Poetry or Solo Drama) <i>Time: 2 Minutes</i>	Pass	<i>Good Pass (Endorsed)</i>	Merit	<i>Merit Plus (Endorsed)</i>	Distinction
Introduction	Gives title and author	Gives title and author with brief reasons	Gives title and author with fuller, thoughtful reasons for choice	Gives title and author with detailed reasons	Gives title and author with detailed reasons and enthusiasm, awakening interest
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. Thoughtfully paced.
Choice and Interpretation	Adequate length and difficulty. Concentrates on the rhythm or structure	Piece of more substance; beginning to convey the mood	Thoughtful choice of an appropriate length. Shows enjoyment	Length of piece is suitable, mood or spirit is conveyed with understanding and enjoyment	Challenging choice. Shares the mood or spirit of the poem with thoughtful interpretation

Section 3 Reading Aloud <i>Time: 2 Minutes</i>	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Choice of book and passage/pages	An appropriate choice of the required number of pages, containing dialogue	A choice of suitable length with some opportunity for variety	A lively or dramatic 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	Simple, brief introduction without context	Short introduction including brief context	Clear introduction setting the prepared pages in context	Fuller introduction with context	Interest aroused by enthusiasm for the book. Detailed context, clearly established
Style	Mainly fluent with regular hesitation	Mainly fluent. Reading has minor hesitations or is rushed	Lively reading with mainly appropriate pace	Fluent throughout, well-paced.	Clear contrast between narrative and dialogue, including appropriate pauses
Voice / Delivery	Audible voice	Audible voice. Clarity is developing	Clear, audible voice	Clear, well-projected voice, with some variation of pitch, tone amount and/or tone	Vocally and facially responds to the words
Communication	Some eye contact or other sharing behaviour	Shares with listeners from time to time	Looks up regularly, while keeping the flow	Looks up regularly, and comfortably, while keeping the flow	Shows full awareness of listeners with easy eye contact or similar

Section 4 Listening and Responding	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
Listening Skills	Listens and understands some questions	Listens and understands most questions	Listens and understands all questions	Listens and understands all questions fully	Listens and understands all questions fully and checks some aspects
Responding to Questions	Brief responses developing some answers	Developing fuller answers	Fuller, more fluent answers	Some lively responses	Lively responses and related ideas , showing excellent communication skills
Asking Questions	Asks one or two simple or repetitive questions	Asks several simple or repetitive questions	Questions seek additional information	Thoughtful and more complex questions	Thoughtful and more complex questions and relevant comments
Taking part in the group	Takes part when reminded	Brief contributions without being reminded	Engages with the group	More extensive contributions	Offers own ideas and comments to support the group
General	Quietly receptive member of the group	Some engagement with the group	Encouraging attitude to rest of group	Positive, helpful or courteous to rest of group	Positive, helpful and courteous to rest of group throughout

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