

ESB Level 2 Certificate in Speech (Grade 4) 603/5192/5



These specifications cover the four pathways in the ESB Level 2 Certificate in Speech (Grade 4):  
Speech to Connect,  
Speech to Inform,  
Speech to Perform, and  
Speech for Employability.

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## ***Changes from Version 2***

<b>Change made</b>	<b>Page</b>
Why oracy matters for you page inserted	6
Link to resources added	7
Bubbles hyperlinked to pathway in document	7
Qualifications Wales designation added	8
Credit removed	8
Reasonable adjustments information updated	9
Qualification Progression page updated	10
Standard English page inserted	11
Grading criteria page updated and renamed 'assessment and grading'	12
National Curriculum pages updated	16,27,38,49
Assessment overviews updated	14, 25, 36, 47
Contact information updated	Back cover

## ***Introduction***

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website [www.esbuk.org](http://www.esbuk.org) if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all of your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.



## ***Why does oracy matter for you?***

Here at ESB (International) Ltd., we are dedicated to helping learners to flourish in their ability to communicate with confidence, to feel that their voice is important, and to enjoy speaking with and in front of others. Just as literacy and numeracy are important foundations for reading, writing and maths, oracy is a vital foundation for successful speaking, listening and communication. Confident and effective interpersonal and communication skills are key for employability, and also improve:

- self-esteem
- determination
- resilience
- collaborative working
- academic achievement
- mental health
- empathy
- learner agency
- confidence
- sense of identity

Our qualifications are based on educational theory and research into oracy and focus on the interactivity of communication and the personal development it creates.

- Assessments take place in groups.
- Learners have autonomy and can choose the content for their presentations, reading and speaking by heart.
- Each section is a new opportunity to explore a different aspect of spoken language.
- Provides an opportunity to narrow the 'word gap' by becoming familiar with unfamiliar vocabulary, and utilising a range of tier 1, 2 and 3 vocabularies.
- Learners are assessed on what they achieve throughout the assessment and have a number of opportunities to meet every assessment criterion.

Through the content used for presentations, poetry, song lyrics, prose, drama and current events, preparation for an ESB assessment can be used to help deliver Personal, Social, Health and Economic (PSHE) education, contribute to learners' Spiritual, Moral, Social and Cultural (SMSC) development, and promote citizenship and British values. Furthermore, the qualification can provide excellent opportunities to celebrate diversity, enrich cultural capital, and promote whole-school literacy and an ethos of reading for pleasure.

## ***Group-based assessment***

All our Speech qualifications are assessed in small groups of 6. This has several benefits for both the preparation and the assessment itself. Learners:

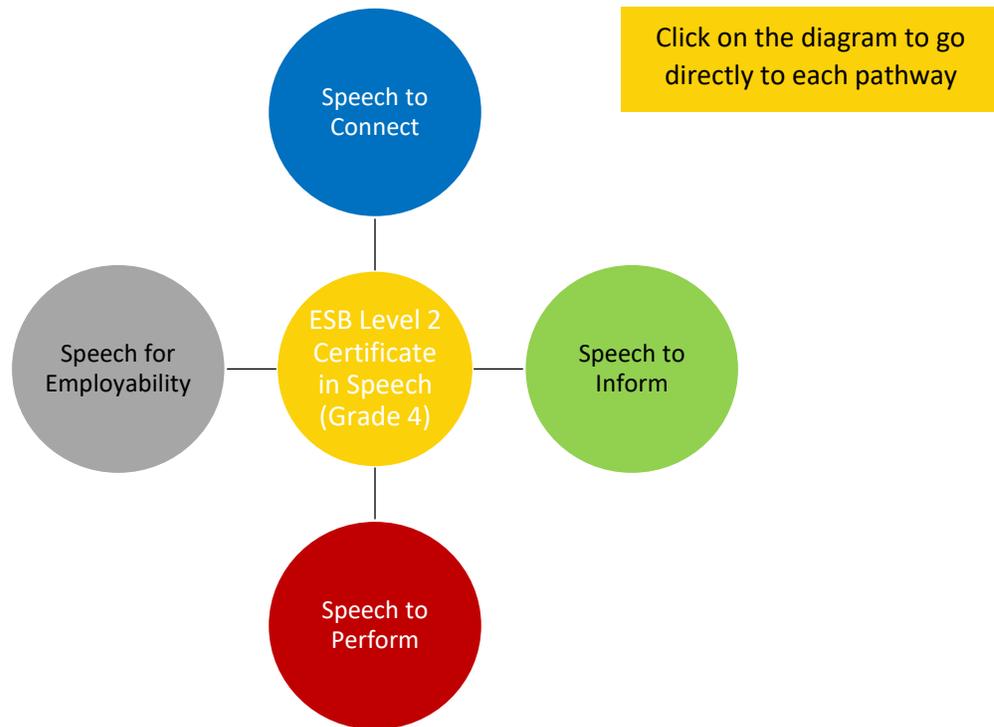
- are evaluated on their listening and interrogative skills with each other as well as the assessor;
- develop their skills amongst peers, enabling a supportive environment which research suggests can be effective in reducing stress and anxiety around public speaking (Raja, 2017; Akin, C., & Kunzman, G. G., 2012\*);
- learn more about people they might not usually work with, giving them a wider insight into different interests, personality types and cultures;
- have plenty of opportunities to speak, which they would not have in a larger group.

\*Raja, Farhan. (2017). Anxiety Level in Students of Public Speaking: Causes and Remedies Journal of Education and Educational Development. Journal of education and educational development. 4. 94-110

\*Akin, C., & Kunzman, G. G. (2012). A Group Desensitization Approach to Public Speaking Anxiety. *Canadian Journal of Counselling and Psychotherapy*, 8(2).

## ESB Level 2 Certificate in Speech (Grade 4) – Speech Pathways

The ESB Level 2 Certificate in Speech (Grade 4) is a pathway-based qualification which is designed to promote oracy, speaking and listening skills. As shown in the diagram below, learners can choose one of the following pathways to obtain the qualification:



Each pathway can help learners to conduct research and build arguments, explain and summarise points of view, and actively contribute to discussions in a way that deepens knowledge and understanding of a topic. Through these four pathways, the qualification appeals to learners with different interests and preferences. For example, it would support learners who wish to:

- expand their knowledge of a curriculum topic in a subject of their choice;
- develop and stimulate their interest in current affairs;
- engage in contemporary music, as well as poetry and prose;
- perform a self-composition;
- gain a detailed insight into a specific career or course;
- have a mock job interview as preparation for employment; or
- reflect and build upon involvement in a work experience programme.

A range of teaching resources are available to centres on our website. Follow [this link](#) for a sample.

The qualification is predominantly aimed at Key Stages 3-4. The target learner groups are Year 9 and 10 pupils (indicative age 14-15 years old) but it is not prescriptive: the assessment may be taken by younger and older learners.

Qualification Information	
<b>Accreditation Information</b>	Regulated by Ofqual 603/5192/5. Start Date: 17/10/2019. Designated by Qualifications Wales C00/3938/2.
<b>Qualification Objective</b>	The overall objective of the qualification is to promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners.
<b>Assessment Method</b>	Assessments take place in groups of 6 learners. Each learner is assessed individually and interacts with the group, teacher/tutor* and the assessor. Face-to-face assessments are held in person, with an ESB-trained assessor coming to the centre. Online assessments use a video-conferencing platform, with ESB-trained assessors joining the group of learners and teacher/tutor remotely.
<b>Prior Knowledge, Skills and Understanding</b>	This qualification is standalone. There is no prior learning, other qualification or units a learner must have completed prior to enrolling on ESB Level 2 Certificate in Speech (Grade 4).
<b>Quality Assurance</b>	To ensure quality assurance throughout the assessment process, ESB carries out moderation and standardisation activities with its assessment team.
<b>Total Individual Assessment Time</b>	13-15 minutes
<b>Total Qualification Time (hours)</b>	130
<b>Guided Learning Hours</b>	24
<b>Grading</b>	Learners can achieve one of the following grades: <ul style="list-style-type: none"> <li>• Unsuccessful</li> <li>• Pass</li> <li>• Good Pass</li> <li>• Merit</li> <li>• Merit Plus</li> <li>• Distinction</li> </ul>

\* Reference to teacher/tutor includes facilitators, staff members, mentors or youth workers etc.

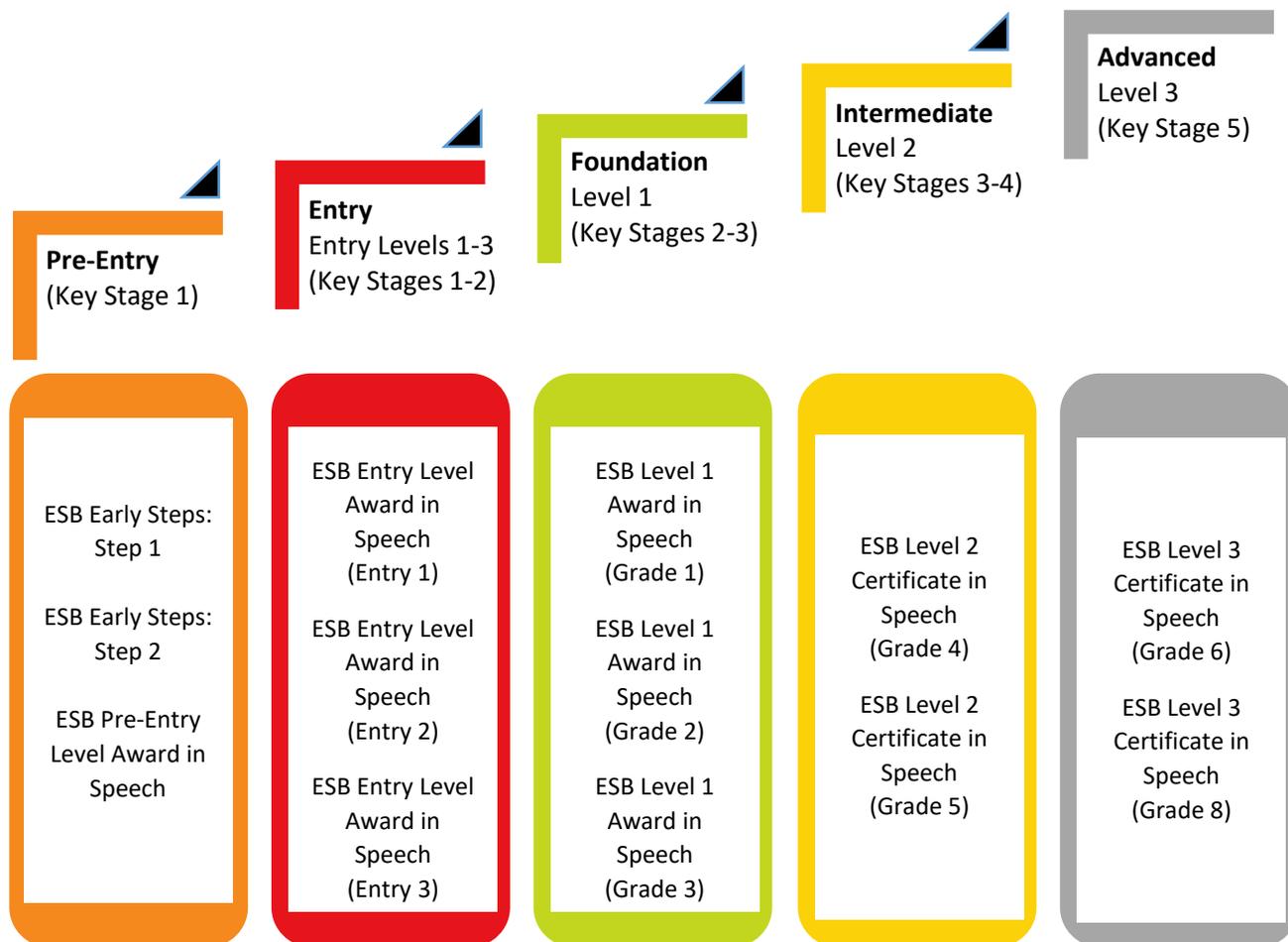
## ***Reasonable Adjustments***

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment.

For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2021/09/ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy-v7.pdf>

## Qualification Progression

ESB International Graded Examinations in Speech are available at five levels:



ESB International unregulated **Pre-Entry** and **Entry** qualifications are designed for younger learners to develop confidence in speaking, listening, reading and responding. Learners may then progress to the **Foundation** qualifications at Level 1 (Grades 1-3), the **Intermediate** qualifications at Level 2 (Grades 4-5), and the **Advanced** qualifications at Level 3 (Grades 6 and 8). However, no prior knowledge or understanding is required; learners may enter at any level.

The Level 3 Graded Examinations in Speech (Grades 6 and 8) are on the UCAS (Universities and Colleges Admissions Service) Tariff and are allocated the following number of points: Grade 6 – Pass 8; Merit 10; Distinction 12. Grade 8 – Pass 24; Merit 27; Distinction 30.

ESB International Foundation, Intermediate and Advanced qualifications are regulated by The Office of Qualifications and Examinations Regulation (Ofqual) in England, Qualifications Wales and CCEA Regulation in Northern Ireland.

For guidance on any of our qualifications, contact us at [product@esbuk.org](mailto:product@esbuk.org).

## ***Standard English and ESB International Assessments***

Standard English is the variety of English which has been regularised, with minor regional and national variations, as a world language. The aim of the national curriculum is that everyone should be able to use Standard English in relatively formal speaking.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

For ESB International, Standard English is recognised as the variety of English which is most widely accepted and understood within an English-speaking country or throughout the English-speaking world. This encompasses the variety of English taught and used in schools, colleges and universities, used in formal writing, newspapers and in the broadcast media. It is the variety understood by most speakers of English, even if they use another variety for most spoken communication.

At ESB International, we use Standard English as a term to specify that the spoken language used by learners does not cause any difficulty of understanding for the Assessor and/or participants during an assessment. There is no requirement to conform linguistically to any particular accent or pronunciation model.

## ***Assessment and Grading***

Each assessment section, e.g., Section 1: Talk, is an activity in which the learners can achieve one or more learning outcomes (e.g., plan a talk). Each learning outcome has assessment criteria with grading descriptors that describe the learner's performance. The assessor reviews each learner completing the tasks and applies a descriptor to allocate one of the following grades to every assessment criterion: *Unsuccessful; Pass; Good Pass; Merit; Merit Plus; Distinction*.

### ***Weighting***

Each assessment criterion is weighted and Section 1 forms 40% of the assessment. In this section there are small differences in the weighting of assessment criteria for each grade, e.g. the descriptor for *Good Pass* in *Content* has a higher weighting than the descriptor for *Good Pass* in *Visual Aids*. From highest to lowest, the weightings are distributed as follows:

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

Sections 2, 3 and 4 each form 20% of the assessment. Within those sections, the assessment criteria are equally weighted.

### ***Report forms***

The assessor completes a report form with a final grade and comments on strengths and areas to work on. Learners can be awarded one of the following grades:

- Unsuccessful
- Pass or Good Pass
- Merit or Merit Plus
- Distinction

Pass and Merit grades are differentiated with the additional endorsed grades of Good Pass and Merit Plus. The assessment model is compensatory. If a learner is *Unsuccessful* in an assessment criterion or number of criteria, they can still be awarded an overall *Pass* if they achieve a higher grade in another assessment criterion or group of criteria.

### ***Certificates***

Successful learners receive a certificate of *Pass, Merit or Distinction*. The ESB International endorsed grades of *Good Pass* and *Merit Plus* are noted on the certificate.

Below is a table that outlines the assessment sections of each pathway:

Pathway	Section 1 (40%)	Section 2 (20%)	Section 3 (20%)	Section 4 (20%)
<b>Speech to Connect</b>	<b>Biographical talk:</b> Learners research and deliver a talk on an influential famous person or an interesting person, outlining their achievements and importance.	<b>Speaking by Heart:</b> Learners introduce and perform a chosen piece of poetry, prose or drama on the theme of a place or person.	<b>Commentary on Prepared Reading:</b> Learners introduce their chosen reading by commenting on the characters and their place within the plot. They should then read a prepared extract.	<b>Listening, Responding and Exchanging Views:</b> Learners participate in a group discussion by asking and responding to questions.
<b>Speech to Inform</b>	<b>Personal interest/Curriculum talk:</b> Learners research and deliver a talk on any personal interest or curriculum topic.	<b>Reviewing a news item:</b> Learners examine a news article from an online or paper-based source, commenting on the importance of the issue(s) raised.	<b>Persuasive speaking:</b> Learners attempt to persuade the group and the assessor to their way of thinking on a social, political, economic or environmental issue which has more than one viewpoint.	
<b>Speech to Perform</b>	<b>Performance talk:</b> Learners research and deliver a talk on a performance piece (dance, drama, music, theatre, mime or performance art) that is of personal interest.	<b>Performing a published work:</b> Learners introduce and perform a published work (poetry, monologue or song lyrics).	<b>Performing a self-composition:</b> Learners write and perform their own composition on a meaningful or substantial theme without the aid of notes/text.	
<b>Speech for Employability</b>	<b>Employability talk:</b> Learners research and deliver a talk about a job, career, course of study or make a business pitch.	<b>Taking part in an interview:</b> Learners take part in an interview with the assessor based on their Section 1 talk and CV.	<b>Making a telephone call:</b> Learners make a mock telephone call to the assessor based on a planned work-based scenario.	

## ***Speech to Connect***

### ***Assessment Overview***

The assessment is divided into four sections:

**Section 1 (40% of assessment):  
Biographical Talk,  
4 minutes.**

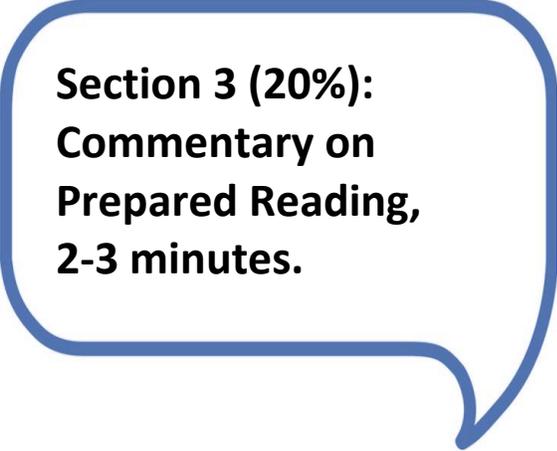
Learners research and deliver a talk on an influential famous person or an interesting person, outlining their achievements and importance.

For example, they may talk about: *a national sports person; an explorer; an entertainer; or a personal role model.*

They should support their talk using relevant visual/audio material.

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

**Section 2 (20%):  
Speaking by Heart (not  
self-composition),  
2-3 minutes.**



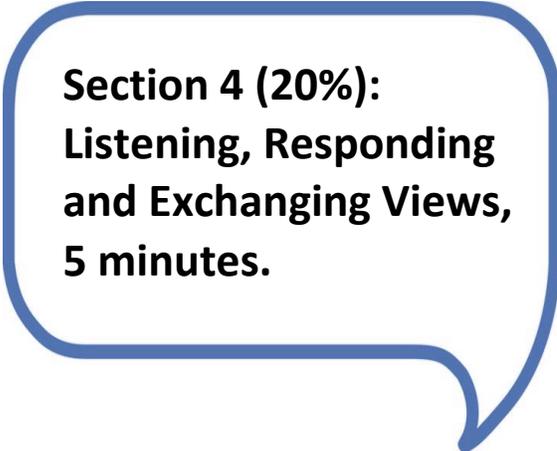
**Section 3 (20%):  
Commentary on  
Prepared Reading,  
2-3 minutes.**

Learners introduce their chosen reading by commenting on the characters and their place within the plot.

They should then read a prepared extract.

Learners listen and respond to questions from the group and the assessor in relation to the first three activities.

They should also actively contribute to the group discussion by asking questions and offering comments.



**Section 4 (20%):  
Listening, Responding  
and Exchanging Views,  
5 minutes.**

## National Curriculum Coverage

### Speech to Connect

This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken Language](#) at Key Stages 3 and 4. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone activity. This qualification can also support the teaching of national curricula in English and Literacy in [Scotland](#), [Wales](#) and [Northern Ireland](#). (Ctrl+Click to follow the links below.)

<b>Biographical Talk</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Use Standard English in a range of formal and informal contexts /when the context requires it</a></li><li>✓ <a href="#">Give short speeches and presentations, express their own ideas, and keep to the point</a></li><li>✓ <a href="#">Plan for different purposes and audiences, select and organise information and ideas effectively</a></li></ul>
<b>Speaking by Heart</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Rehearse and perform play scripts and poetry in order to generate discussion of language use and meaning</a></li><li>✓ <a href="#">Use role, intonation, tone, volume, mood, silence, stillness and action to add impact</a></li></ul>
<b>Commentary on Prepared Reading</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Explore aspects of plot, characterisation, events and settings, the relationships between them and their effects</a></li><li>✓ <a href="#">Use role, intonation, tone, volume, mood, silence, stillness and action to add impact</a></li></ul>
<b>Listening, Responding and Exchanging Views</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Participate in discussions, summarising or building on what has been said, asking questions to clarify and inform, and challenging courteously when necessary</a></li><li>✓ <a href="#">Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence, and aspects of presentation</a></li></ul>

## **Learning Outcomes and Assessment Criteria**

### **Speech to Connect**

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

This **Speech to Connect** pathway has the following learning outcomes and assessment criteria:

<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>
1	Deliver a 4-minute talk in relation to a famous or interesting person using audio and/or visual support.	1.1 Structure a talk of approximately 4 minutes. 1.2 Present a talk using notes. 1.3 Explain points based on own research. 1.4 Use clear and audible voice to communicate information in Standard English. 1.5 Show an awareness of the audience. 1.6 Use audio and/or visual support.
2	Perform a piece of poetry, prose or drama on the theme of a place or person from memory.	2.1 Introduce the piece, providing a reason for choice. 2.2 Deliver the piece with up to three prompts. 2.3 Interpret the piece with attention to metre and/or structure. 2.4 Use clear and audible voice. 2.5 Show an awareness of the audience
3	Read a passage of about 150-200 words and comment on the characters involved.	3.1 Briefly introduce the characters in a reading. 3.2 Read aloud with a clear and audible voice. 3.3 Read aloud fluently. 3.4 Show an awareness of the audience.
4	Participate in a formal discussion.	4.1 Provide appropriate responses to questions. 4.2 Ask relevant questions based on someone else's work. 4.3 Offer own views in relation to own or someone else's work.

## Grade Descriptors

### Speech to Connect

Section 1: Biographical Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Structure</b>	<p>The talk shows evidence of planning, with an introduction, body and conclusion.</p> <p>The talk runs under or over the allotted time by more than 50 seconds.</p>	<p>The talk shows evidence of planning, with an introduction, body and conclusion.</p> <p>The talk runs under or over the allotted time by more than 30 seconds.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion.</p> <p>The talk adheres to the time limit.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion.</p> <p>There is originality in the introduction and conclusion. The talk adheres to the time limit.</p>	<p>The talk shows evidence of effective planning and creative thinking.</p> <p>There is originality, clarity and detail in the introduction, body and conclusion. The talk adheres to the time limit.</p>
<b>Style</b>	<p>The talk is heavily reliant on notes and/or memorised text.</p>	<p>The talk is mostly reliant on notes and/or memorised text.</p>	<p>The talk is mostly delivered naturally, with or without notes.</p>	<p>With the exception of one or two moments, the talk is delivered naturally throughout.</p>	<p>The talk shows a confident command of material and is delivered naturally throughout with or without notes.</p>
<b>Voice and Speech</b>	<p>There is clear and audible voice, with some hesitation.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice, with some use of pause.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice, with fluent and positive delivery. The talk is delivered with authority and is sensitively paced, with intelligent use of pause. Standard English is confidently used throughout.</p>

Section 1: Biographical Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Content</b>	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support one or two views.	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support three or more views.	The talk shows evidence of effective research and personal interest. There is selective use of researched material.  Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support one view.	The talk shows evidence of effective research and personal interest. There is selective use of researched material.  Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support two views.	The talk shows evidence of effective research and personal interest, which is presented convincingly.  Content is appropriate, well-explained and carefully put together. Detailed reasons based on evidence are given to support the majority of views.
<b>Visual/Audio Support</b>	There is a basic use of audio-visual material. There is a significant under reliance or overreliance on the audio-visual material.	There is a straightforward use of audio-visual material. Some of the material is well-discussed.	There is a competent use of audio/visual material. Most of the material is well-discussed.	There is an effective use of audio/visual material. All of the material is well-discussed.	There is an effective and accomplished use of well-chosen audio/visual material. Reference to this material engages listeners and furthers knowledge and understanding.
<b>Audience Awareness</b>	There is some eye contact with the assessor and/or the group at the beginning and end of the talk.	There is some eye contact with the assessor and/or the group throughout the talk.	There is regular eye contact with the assessor, and some of the group, throughout the talk.  There is appropriate body language (facial expression, gesture, etc.).	There is regular eye contact with the assessor and all of the group throughout the talk.  There is an appropriate and consistent use of body language (facial expression, gesture, etc.).	There is regular and confident eye contact with the assessor and all of the group throughout the talk.  There is an appropriate, consistent and confident use of body language (facial expression, gesture, etc.).

Section 2: Speaking by Heart (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Introduction</b>	Brief introduction, with title and author, and reason for choice with prompting.	Brief introduction, with title and author, and reason for choice without prompting.	Well-developed introduction, with one or two thoughtful reasons for choice.	Well-developed introduction, with three or more thoughtful reasons for choice.	Well-developed introduction, with three or more thoughtful reasons for choice.  Introduction is communicated in an enthusiastic manner which awakens interest.
<b>Memory</b>	Delivers lines mostly accurately with up to three prompts.	Remembers lines mostly accurately with one prompt.	Words generally secure, no prompts required, but some hesitation /clear concentration.	Words and sense are very secure. There are only minor hesitations.	Words and sense totally secure.
<b>Interpretation</b>	Interpretation focuses on metre or structure.	Appropriate interpretation that partially creates and conveys mood or atmosphere.	Appropriate interpretation that successfully creates and conveys mood or atmosphere.	Appropriate interpretation that successfully conveys mood and atmosphere, with sensitivity to the text.	Sustained performance and personal, imaginative interpretation. A sense of spontaneity is conveyed.

Section 2: Speaking by Heart (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Voice and Speech</b>	Delivered with a clear and audible voice.	Delivered with a clear and audible voice. There is some use of pause.	Unhurried delivery with clear and audible voice. There is regular use of pause and some vocal variety.	Delivered with clear and audible voice with some sensitivity to text. There is regular vocal variety, use of pause and some variation of pace.	The piece is delivered in a free and fluent way, with sensitivity to the text throughout. It is thoughtfully paced throughout, with effective use of pause.
<b>Audience Awareness</b>	Meaning is partially communicated using eye contact and/or staging in one place in the text.	Meaning is partially communicated to the audience using eye contact and/or staging some of the time.	Meaning is fully communicated to the audience using eye contact and/or appropriate staging some of the time.  There is some use of body language (and/or gesture).	Meaning is fully communicated to the audience using eye contact and/or appropriate staging most of the time.  There is a selective use of body language (and/or gesture), and facial expression.	Meaning is communicated fully and effectively to the audience using eye contact and/or appropriately staging throughout.  There is confident and selective use of body language (and/or gesture), and facial expression.

Section 3: Commentary on Prepared Reading (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Commentary</b>	There is a brief commentary to the reading, with title and author. There are one or two partially developed comments about the characters.	There is a brief commentary to the reading, with title and author. There are three or four partially developed comments about the characters.	There is a full commentary to the reading, which provides some insight into the characters and their roles within the plot.	There is a full commentary to the reading, which provides a clear and detailed insight into the characters and their roles within the plot.	There is a full commentary to the reading, which contains a mature analysis of characters and roles. Interest is aroused by enthusiasm for the book.
<b>Voice and Speech</b>	Delivered with a clear and audible voice.	Delivered with a clear and audible voice. There is some vocal variety.	Delivered with a clear and audible voice. There is regular vocal variety and some use of pause.	Delivered with a clear and audible voice with some sensitivity to text. There is regular vocal variety and an effective use of pause.	The piece is delivered in a free and engaging way with sensitivity to the text throughout, and there is an intelligent use of pause.
<b>Style</b>	Read aloud fluently with some attention to pace and timing.	Read aloud fluently with contrast between narrative and dialogue.	Read aloud fluently in an unhurried way. There is a clear contrast between narrative and dialogue.	Read aloud fluently and expressively with appropriate pace and timing. There is a clear contrast between narrative and dialogue. In places, characters are brought to life.	Read aloud fluently and expressively with sensitive pace and timing. Characters are brought fully to life.

Section 3: Commentary on Prepared Reading (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Audience Awareness</b>	There is some eye contact with the assessor and/or the group at the beginning and end.	There is some eye contact with the assessor and/or the group throughout the reading.	<p>There is regular eye contact with the assessor, and some of the group.</p> <p>There is some body language. (facial expressions, gestures, etc.)</p>	<p>There is regular eye contact with the assessor and all of the group throughout the reading.</p> <p>There is a consistent use of body language. (facial expression, gesture, etc.)</p>	<p>There is regular and confident eye contact with the assessor and all of the group.</p> <p>There is a consistent and confident use of body language (facial expressions, gestures, etc.).</p>

Section 4: Listening, Responding and Exchanging Views (5 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Responding to Questions</b>	Appropriate and brief responses are given to all questions.	Appropriate and partially developed responses are given to one or more questions.	Appropriate and full responses are given to one or more questions.	Appropriate and full responses are given to all questions.	Appropriate, full and confident responses to all questions.  The exchange of views has substance and develops the listener's understanding.
<b>Asking Questions</b>	Asks one or two relevant, but closed questions.	Asks three or more relevant, but closed questions.	Asks one or two relevant and open questions, which seek additional information about the topic.	Asks three or more relevant and open questions, which seek additional information about the topic.	Asks one or two relevant and open questions, which are thought-provoking and challenge thinking.
<b>Contributing to the Discussion</b>	Makes one or two brief contributions, and takes part when prompted.	Makes one or two brief contributions, without prompting.	Makes one or two detailed contributions and engages positively with the group, without prompting.	Makes three or more detailed contributions and engages positively with the group, without prompting.	Makes one or two unprompted, detailed and original contributions to support the group, which develop understanding.

## ***Speech to Inform***

### ***Assessment Overview***

The assessment is divided into four sections:

**Section 1 (40% of assessment): Personal Interest/Curriculum Talk, 4 minutes.**

Learners research and deliver a talk on any personal interest or curriculum topic.

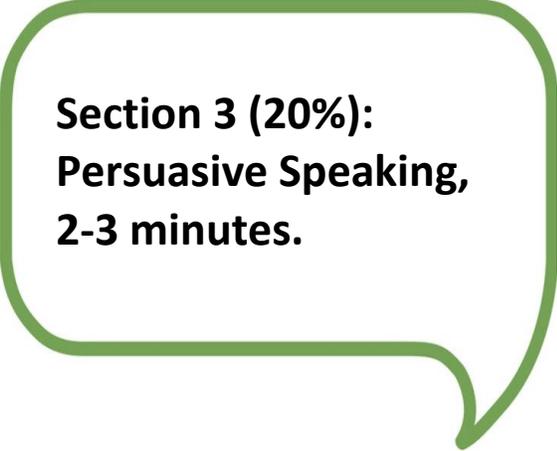
For example, they may choose to talk about topics such as: *The First World War and the Peace Settlement*; *Population and Urbanisation*; *Functions of the Human Skeleton*; or *The Evolution of Female-Driven Narratives in Gaming*.

They should support their talk using relevant visual/audio material.

Learners examine a news item from an online or paper-based source, commenting on the importance of the issue(s) raised.

Suitable subject matter might include: *environmental news*; *a new scientific breakthrough*; *a political issue* or *a local news story*.

**Section 2 (20%):  
Reviewing a News Item,  
2-3 minutes.**



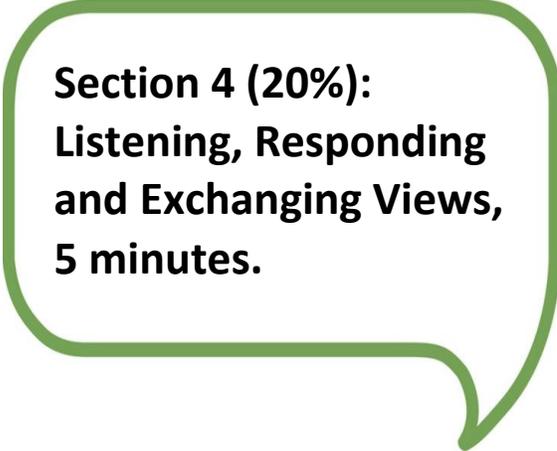
**Section 3 (20%):  
Persuasive Speaking,  
2-3 minutes.**

Learners attempt to persuade the group and the assessor to their way of thinking on a social, political, economic, or environmental issue, which has more than one viewpoint.

Topics could include: *Ensuring Equal Opportunity*; *Internet Censorship*; or *Lowering the Voting Age*.

Learners listen and respond to questions from the group and the assessor in relation to the first three activities.

They should also actively contribute to the group discussion by asking questions and offering comments.



**Section 4 (20%):  
Listening, Responding  
and Exchanging Views,  
5 minutes.**

## National Curriculum Coverage

### Speech to Inform

This qualification is mapped to the National Curriculum in England in relation to its requirements in Spoken Language at Key Stages 3 and 4. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone activity. This qualification can also support the teaching of national curricula in English and Literacy in Scotland, Wales and Northern Ireland. (Ctrl+Click to follow the links below.)

<b>Personal Interest /Curriculum Talk</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Use Standard English in a range of formal and informal contexts /when the context requires it</a></li><li>✓ <a href="#">Give short speeches and presentations, express their own ideas, and keep to the point</a></li><li>✓ <a href="#">Plan for different purposes and audiences, select and organise information and ideas effectively</a></li></ul>
<b>Review a News Item</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Select and organise ideas, facts, and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</a></li><li>✓ <a href="#">Take on required roles, including leading and managing discussions, involving others productively, reviewing and summarising</a></li></ul>
<b>Persuasive Speaking</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Use role, intonation, tone, volume, mood, silence, stillness and action to add impact</a></li><li>✓ <a href="#">Select, and use vocabulary, structural and organisational features, including rhetorical devices, to reflect audience, purpose and context</a></li><li>✓ <a href="#">Write for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations</a></li></ul>
<b>Listening, and Responding and Exchanging Views</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Participate in discussions, summarising or building on what has been said, asking questions to clarify and inform, and challenging courteously when necessary</a></li><li>✓ <a href="#">Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence, and aspects of presentation</a></li></ul>

## ***Learning Outcomes and Assessment Criteria***

### ***Speech to Inform***

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

This ***Speech to Inform*** pathway has the following learning outcomes and assessment criteria:

<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>
1	Deliver a 4-minute talk in relation to a personal interest or curriculum topic, using audio and/or visual support.	1.1 Structure a talk of approximately 4 minutes. 1.2 Present a talk using notes. 1.3 Explain points based on own research. 1.4 Use clear and audible voice to communicate information in Standard English. 1.5 Show an awareness of the audience. 1.6 Use audio and/or visual support.
2	Review a news item from an online or paper-based source.	2.1 Provide a brief introduction to the news article. 2.2 Explain key points made in the news article. 2.3 Conclude a news article review. 2.4 Use clear and audible voice to communicate information in Standard English. 2.5 Show an awareness of the audience.
3	Deliver a persuasive argument concerning a current social, political, economic or environmental issue.	3.1 Introduce the issue, stating own viewpoint. 3.2 Justify argument(s) using evidence and use a persuasive technique. 3.3 Provide a concluding comment. 3.4 Use clear and audible voice to communicate information in Standard English. 3.5 Show an awareness of the audience.
4	Participate in a formal discussion.	4.1 Provide appropriate responses to questions. 4.2 Ask relevant questions based on someone else's work. 4.3 Offer own views in relation to own or someone else's work.

## Grade Descriptors

### Speech to Inform

Section 1: Curriculum/Personal Interest Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Structure</b>	<p>The talk shows evidence of planning, with an introduction, body and conclusion.</p> <p>The talk runs under or over the allotted time by more than 50 seconds.</p>	<p>The talk shows evidence of planning, with an introduction, body and conclusion.</p> <p>The talk runs under or over the allotted time by more than 30 seconds.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion.</p> <p>The talk adheres to the time limit.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion.</p> <p>There is originality in the introduction and conclusion. The talk adheres to the time limit.</p>	<p>The talk shows evidence of effective planning and creative thinking.</p> <p>There is originality, clarity and detail in the introduction, body and conclusion. The talk adheres to the time limit.</p>
<b>Style</b>	<p>The talk is heavily reliant on notes and/or memorised text.</p>	<p>The talk is mostly reliant on notes and/or memorised text.</p>	<p>The talk is mostly delivered naturally, with or without notes.</p>	<p>With the exception of one or two moments, the talk is delivered naturally throughout.</p>	<p>The talk shows a confident command of material and is delivered naturally throughout with or without notes.</p>
<b>Voice and Speech</b>	<p>There is clear and audible voice, with some hesitation. Standard English is mostly used.</p>	<p>There is clear and audible voice, with some use of pause. Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause. Standard English is used throughout.</p>	<p>There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause. Standard English is used throughout.</p>	<p>There is clear and audible voice, with fluent and positive delivery. The talk is delivered with authority and is sensitively paced, with intelligent use of pause. Standard English is confidently used throughout.</p>

Section 1: Curriculum/Personal Interest Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Content</b>	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support one or two views.	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support three or more views.	The talk shows evidence of effective research and personal interest. There is selective use of researched material. Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support one view.	The talk shows evidence of effective research and personal interest. There is selective use of researched material. Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support two views.	The talk shows evidence of effective research and personal interest, which is presented convincingly. Content is appropriate, well-explained and carefully put together. Detailed reasons based on evidence are given to support the majority of views.
<b>Visual/Audio Support</b>	There is a basic use of audio-visual material. There is a significant under reliance or overreliance on the audio-visual material.	There is a straightforward use of audio-visual material. Some of the material is well-discussed.	There is a competent use of audio/visual material. Most of the material is well-discussed.	There is an effective use of audio/visual material. All of the material is well-discussed.	There is an effective and accomplished use of well-chosen audio/visual material. Reference to this material engages listeners and furthers knowledge and understanding.
<b>Audience Awareness</b>	There is some eye contact with the assessor and/or the group at the beginning and end of the talk.	There is some eye contact with the assessor and/or the group throughout the talk.	There is regular eye contact with the assessor, and some of the group, throughout the talk.  There is appropriate body language (facial expression, gesture, etc.).	There is regular eye contact with the assessor and all of the group throughout the talk.  There is an appropriate and consistent use of body language (facial expression, gesture, etc.).	There is regular and confident eye contact with the assessor and all of the group throughout the talk.  There is an appropriate, consistent and confident use of body language (facial expression, gesture, etc.).

Section 2: Reviewing a news article (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Introduction</b>	There is a brief introduction to the source, giving publication, date or author.	There is a brief introduction to the source, giving publication, date, and author.	There is a full introduction to the source, giving publication, author and date. Further information is given with one or two comments.	There is a full introduction to the source, giving publication, author and date. Further information is given with three or more comments.	There is a full introduction to topic that shows originality. Publication, author, date and additional details are given, together with an outline of why the topic is of personal interest.
<b>Explanation</b>	One or two key points in the news article are briefly explained, demonstrating an understanding of content.	Three or more key points in the news article are briefly explained, demonstrating an understanding of content.	At least one key point is fully explained in the news article, demonstrating a good understanding of content.	Two or more key points are fully explained in the news article, demonstrating a good understanding of content.	Full explanation of the key points made in news article interlinked with own analysis, demonstrating an excellent understanding of content.
<b>Conclusion</b>	One or two brief comments.	Three or more brief comments.	One or two full comments, which recap some key points raised in the article.	Three or more full comments, which recap many key points in the article.	Detailed and engaging summary, which is thought-provoking.

Section 2: Reviewing a news article (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Voice and Speech</b>	<p>There is clear and audible voice, with some hesitation.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice, with some use of pause.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause.</p> <p>Standard English is used throughout.</p>	<p>There is clear and audible voice, with fluent and positive delivery. Content is delivered with authority and is sensitively paced, with intelligent use of pause.</p> <p>Standard English is confidently used throughout.</p>
<b>Audience Awareness</b>	<p>There is some eye contact with the assessor and/or the group at the beginning and end of the review.</p>	<p>There is some eye contact with the assessor and/or the group throughout the review.</p>	<p>There is regular eye contact with the assessor, and some of the group, throughout the review.</p> <p>There is appropriate body language (facial expression, gesture, etc.).</p>	<p>There is regular eye contact with the assessor and all of the group throughout the review.</p> <p>There is an appropriate and consistent use of body language (facial expression, gesture, etc.).</p>	<p>There is regular and confident eye contact with the assessor and all of the group throughout the review.</p> <p>There is an appropriate, consistent and confident use of body language (facial expression, gesture, etc.).</p>

Section 3: Persuasive Speaking (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Introduction</b>	Brief introduction to the issue. Own viewpoint is briefly proposed.	Brief introduction to the issue, which mentions different viewpoint(s). Own viewpoint is briefly proposed.	Full introduction to the issue which briefly explains the opposing viewpoint. Own viewpoint is clearly proposed.	Full introduction to the issue which completely explains both viewpoints. Own viewpoint is clearly proposed.	Full and thought-provoking introduction to the issue, which explains both viewpoints. Own viewpoint is confidently proposed.
<b>Justification</b>	At least one appropriate view is briefly justified using evidence. A persuasive technique is used in the speech.	Two or more appropriate views are briefly justified using evidence. A persuasive technique is used in the speech.	At least one appropriate view is well-justified using evidence. Different persuasive techniques are used in the speech.	Two or more appropriate views are well-justified using evidence. Different persuasive techniques are used in the speech.	Many appropriate views are well-justified using both quantitative and qualitative evidence. Different persuasive techniques are used in the speech to excellent effect.
<b>Conclusion</b>	Provides one or two brief concluding comments.	Provides three or more brief concluding comments, which refer to own viewpoint.	Provides one or two full concluding comment(s), which partially summarises own viewpoint.	Provides three or more full concluding comment(s). Own viewpoint is well-summarised.	Provides detailed and insightful concluding comments, which shows an excellent understanding of the topic.

Section 3: Persuasive Speaking (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Voice and Speech</b>	<p>There is clear and audible voice, with some hesitation.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice, with some use of pause.</p> <p>Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause.</p> <p>Standard English is used throughout the talk.</p>	<p>There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause.</p> <p>Standard English is used throughout the talk.</p>	<p>There is clear and audible voice, with fluent and positive delivery. Content is delivered with authority and is sensitively paced, with intelligent use of pause.</p> <p>Standard English is confidently used throughout the talk.</p>
<b>Audience Awareness</b>	<p>There is some eye contact with the assessor and/or the group at the beginning and end of the speech.</p>	<p>There is some eye contact with the assessor and/or the group throughout the speech.</p>	<p>There is regular eye contact with the assessor and some of the group throughout the speech.</p> <p>There is appropriate body language (facial expression, gesture, etc.).</p>	<p>There is regular eye contact with the assessor and all of the group throughout the speech.</p> <p>There is an appropriate and consistent use of body language (facial expression, gesture, etc.).</p>	<p>There is regular and confident eye contact with the assessor and all of the group throughout the speech.</p> <p>There is an appropriate, consistent and confident use of body language (facial expression, gesture, etc.).</p>

Section 4: Listening, Responding and Exchanging Views (5 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Responding to Questions</b>	Appropriate and brief responses are given to all questions.	Appropriate and partially developed responses are given to one or more question(s).	Appropriate and full responses are given to one or more question(s).	Appropriate and full responses are given to all questions.	Appropriate, full and confident responses to all questions.  The exchange of views has substance and develops the listener's understanding.
<b>Asking Questions</b>	Asks one or two relevant, but closed questions.	Asks three or more relevant, but closed questions.	Asks one or two relevant and open questions, which seek additional information about the topic.	Asks three or more relevant and open questions, which seek additional information about the topic.	Asks one or two relevant and open questions, which are thought-provoking and challenge thinking.
<b>Contributing to the Discussion</b>	Makes one or two brief contributions, and takes part when prompted.	Makes one or two brief contributions, without prompting.	Makes one or two detailed contributions and engages positively with the group, without prompting.	Makes three or more detailed contributions and engages positively with the group, without prompting.	Makes one or two unprompted, detailed and original contributions to support the group, which develop understanding.

## ***Speech to Perform***

### ***Assessment Overview***

The assessment is divided into four sections:

**Section 1 (40% of assessment):  
Performance Talk,  
4 minutes.**

Learners deliver a 4-minute talk with knowledge and enthusiasm on a performance piece (dance, drama, music, theatre, opera, mime or performance art) that is of personal interest.

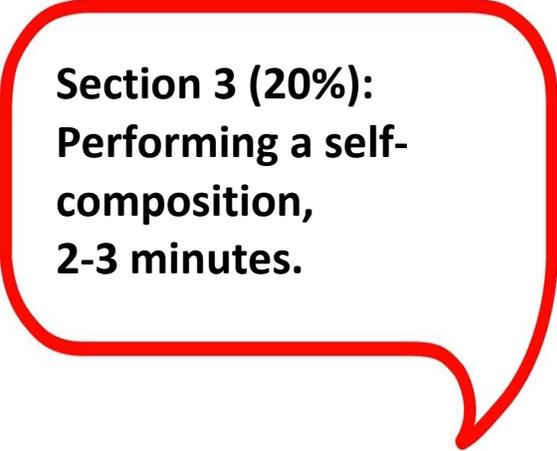
The learner may present from an artistic perspective or with a focus on the technical aspects of the production.

For example, they may wish to talk about: *How Hamilton Changed Musicals*; *The Enduring Appeal of 'Swan Lake'*; or *Depictions of the Witches in 'Macbeth'*.

Learners begin by introducing a creative, published piece from a recognised writer (poetry, prose, monologue, or song lyrics).

Learners should then perform their memorised choice to the group and the assessor.

**Section 2 (20%):  
Performing a  
published work,  
2-3 minutes.**



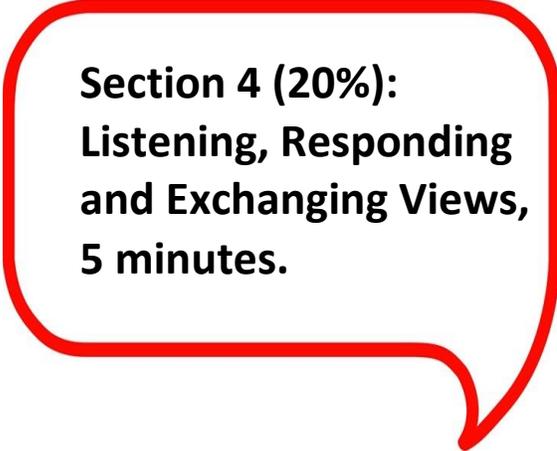
**Section 3 (20%):  
Performing a self-  
composition,  
2-3 minutes.**

Learners will perform their own spoken word composition on a meaningful and substantial theme, with or without the aid of notes/text.

This may be a poem/lyrics, storytelling, or a piece of devised drama.

Learners listen and respond to questions from the group and the assessor in relation to the first three activities.

They should also actively contribute to the group discussion by asking questions and offering comments.



**Section 4 (20%):  
Listening, Responding  
and Exchanging Views,  
5 minutes.**

## National Curriculum Coverage

### Speech to Perform

This qualification is mapped to the National Curriculum in England in relation to its requirements in [Spoken Language](#) at Key Stages 3 and 4. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone activity. This qualification can also support the teaching of national curricula in English and Literacy in Scotland, Wales and Northern Ireland. (Ctrl+Click to follow the links below.)

<b>Performance Talk</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Use Standard English in a range of formal and informal contexts /when the context requires it</a></li><li>✓ <a href="#">Give short speeches and presentations, express their own ideas, and keep to the point</a></li><li>✓ <a href="#">Plan for different purposes and audiences, select and organise information and ideas effectively</a></li></ul>
<b>Perform a Published Work</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Rehearse and perform play scripts and poetry in order to generate discussion of language use and meaning</a></li><li>✓ <a href="#">Use role, intonation, tone, volume, mood, silence, stillness and action to add impact</a></li></ul>
<b>Perform a Self-Composition</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Write for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing</a></li><li>✓ <a href="#">Use role, intonation, tone, volume, mood, silence, stillness and action to add impact</a></li></ul>
<b>Listening, Responding and Exchanging Views</b>	<ul style="list-style-type: none"><li>✓ <a href="#">Participate in discussions, summarising or building on what has been said, asking questions to clarify and inform, and challenging courteously when necessary</a></li><li>✓ <a href="#">Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence, and aspects of presentation</a></li></ul>

## ***Learning Outcomes and Assessment Criteria***

### ***Speech to Perform***

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

This ***Speech to Perform*** pathway has the following learning outcomes and assessment criteria:

<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>
1	Deliver a 4-minute talk in relation to a performative piece, using audio and/or visual support.	1.1 Structure a talk of approximately 4 minutes. 1.2 Present a talk using notes. 1.3 Explain points based on own research. 1.4 Use clear and audible voice to communicate information in Standard English. 1.5 Show an awareness of the audience. 1.6 Use audio and/or visual support.
2	Perform a piece of published, creative English from memory.	2.1 Introduce the piece, providing a reason for choice. 2.2 Deliver the piece with up to three prompts. 2.3 Interpret the piece with attention to metre and/or structure. 2.4 Use clear and audible voice, with some vocal variety. 2.5 Show an awareness of the audience.
3	Compose and perform your own spoken piece on a meaningful and substantial theme.	3.1 Compose a piece to be spoken aloud using appropriate grammar and vocabulary. 3.2 Introduce and provide relevant information about the piece. 3.3 Deliver the piece using clear and audible voice with some vocal variety. 3.4 Show an awareness of the audience.
4	Participate in a formal discussion.	4.1 Provide appropriate responses to questions. 4.2 Ask relevant questions based on someone else's work. 4.3 Offer own views in relation to own or someone else's work.

## Grade Descriptors

### Speech to Perform

Section 1: Performance Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Structure</b>	<p>The talk shows evidence of planning, with an introduction, body and conclusion.</p> <p>The talk runs under or over the allotted time by more than 50 seconds.</p>	<p>The talk shows evidence of planning, with an introduction, body and conclusion.</p> <p>The talk runs under or over the allotted time by more than 30 seconds.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion.</p> <p>The talk adheres to the time limit.</p>	<p>The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion.</p> <p>There is originality in the introduction and conclusion. The talk adheres to the time limit.</p>	<p>The talk shows evidence of effective planning and creative thinking.</p> <p>There is originality, clarity and detail in the introduction, body and conclusion. The talk adheres to the time limit.</p>
<b>Style</b>	<p>The talk is heavily reliant on notes and/or memorised text.</p>	<p>The talk is mostly reliant on notes and/or memorised text.</p>	<p>The talk is mostly delivered naturally, with or without notes.</p>	<p>With the exception of one or two moments, the talk is delivered naturally throughout.</p>	<p>The talk shows a confident command of material and is delivered naturally throughout with or without notes.</p>
<b>Voice and Speech</b>	<p>There is clear and audible voice, with some hesitation. Standard English is mostly used.</p>	<p>There is clear and audible voice, with some use of pause. Standard English is mostly used.</p>	<p>There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause. Standard English is used throughout.</p>	<p>There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause. Standard English is used throughout.</p>	<p>There is clear and audible voice, with fluent and positive delivery. The talk is delivered with authority and is sensitively paced, with intelligent use of pause. Standard English is confidently used throughout.</p>

Section 1: Performance Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Content</b>	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support one or two views.	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support three or more views.	The talk shows evidence of effective research and personal interest. There is selective use of researched material.  Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support one view.	The talk shows evidence of effective research and personal interest. There is selective use of researched material.  Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support two views.	The talk shows evidence of effective research and personal interest, which is presented convincingly.  Content is appropriate, well-explained and carefully put together. Detailed reasons based on evidence are given to support the majority of views.
<b>Visual/Audio Support</b>	There is a basic use of audio-visual material. There is a significant under reliance or overreliance on the audio-visual material.	There is a straightforward use of audio-visual material. Some of the material is well-discussed.	There is a competent use of audio/visual material. Most of the material is well-discussed.	There is an effective use of audio/visual material. All of the material is well-discussed.	There is an effective and accomplished use of well-chosen audio/visual material. Reference to this material engages listeners and furthers knowledge and understanding.
<b>Audience Awareness</b>	There is some eye contact with the assessor and/or the group at the beginning and end of the talk.	There is some eye contact with the assessor and/or the group throughout the talk.	There is regular eye contact with the assessor, and some of the group, throughout the talk.  There is appropriate body language (facial expression, gesture, etc.).	There is regular eye contact with the assessor and all of the group throughout the talk.  There is an appropriate and consistent use of body language (facial expression, gesture, etc.).	There is regular and confident eye contact with the assessor and all of the group throughout the talk.  There is an appropriate, consistent and confident use of body language (facial expression, gesture, etc.).

Section 2: Performing a Published Work (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Introduction</b>	Brief introduction and reason for choice with prompting.	Brief introduction and reason for choice without prompting.	Well-developed introduction, with one or two thoughtful reasons for choice.	Well-developed introduction, with three or more thoughtful reasons for choice.	Well-developed introduction, with three or more thoughtful reasons for choice.  Introduction is communicated in an enthusiastic manner which awakens interest.
<b>Memory</b>	Delivers lines mostly accurately with up to three prompts.	Remembers lines mostly accurately with one prompt.	Words generally secure, no prompts required, but some hesitation /clear concentration.	Words and sense are very secure. There are only minor hesitations.	Words and sense totally secure.
<b>Interpretation</b>	Interpretation focuses on metre or structure.	Appropriate interpretation that partially creates and conveys mood or atmosphere.	Appropriate interpretation that successfully creates and conveys mood or atmosphere.	Appropriate interpretation that successfully conveys mood and atmosphere, with sensitivity to the text.	Sustained performance and personal, imaginative interpretation. A sense of spontaneity is conveyed.

Section 2: Performing a Published Work (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Voice and Speech</b>	Delivered with a clear and audible voice.	Delivered with a clear and audible voice. There is some vocal variety.	Unhurried delivery with clear and audible voice. There is regular vocal variety and some use of pause.	Delivered with a clear and audible voice with some sensitivity to text. There is regular vocal variety, use of pause and some variation of pace.	The piece is delivered in a free and fluent way, with sensitivity to the text throughout. It is thoughtfully paced throughout, with effective use of pause.
<b>Audience Awareness</b>	Meaning is partially communicated using eye contact and/or staging in one place in the text.	Meaning is partially communicated to the audience using eye contact and/or staging some of the time.	Meaning is fully communicated to the audience using eye contact and/or appropriate staging some of the time.  There is some use of body language (and/or gesture).	Meaning is fully communicated to the audience using eye contact and/or appropriate staging most of the time.  There is a selective use of body language (and/or gesture), and facial expression.	Meaning is communicated fully and effectively to the audience using eye contact and/or appropriately staging throughout.  There is confident and selective use of body language (and/or gesture), and facial expression.

Section 3: Performing a spoken self-composition (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Introduction</b>	The self-composition is briefly introduced and there is mention of how the topic is substantial and or/meaningful.	The self-composition is briefly introduced.  There is a partial explanation about how the topic is substantial and meaningful.	The self-composition is clearly and fully introduced.  The introduction sets out the context of the composition and explains how the topic is substantial and meaningful.	The self-composition is clearly and fully introduced with some reference to personal inspiration.  The introduction sets out the context of the composition and explains how the topic is both substantial and meaningful.	The self-composition is clearly and fully introduced in a way that awakens the interest of the audience.  There is a convincing explanation of how the topic is both substantial and meaningful.
<b>Composition</b>	The self-composition is based on appropriate grammar and vocabulary to allow the communication of meaning and mood.  Piece is under time limits.	The self-composition employs one literary/rhetorical device to enhance the impact of the writing.  Piece is over time limits.	The self-composition employs one literary/rhetorical device to enhance the impact of the writing.  Piece is within time limits.	The self-composition employs two or more literary/rhetorical devices to enhance the impact of the writing.	The self-composition employs several literary/rhetorical devices to enhance the impact of the writing, and shows individuality and originality of style.
<b>Voice and Speech</b>	Delivered with a clear and audible voice.	Delivered with a clear and audible voice. There is some vocal variety.	Unhurried delivery with a clear and audible voice. There is regular vocal variety and some use of pause.	Delivered with a clear and audible voice with some sensitivity to text. There is regular vocal variety, use of pause and some variation of pace.	The piece is delivered in a free and fluent way. It is sensitively paced throughout, with effective use of pause.

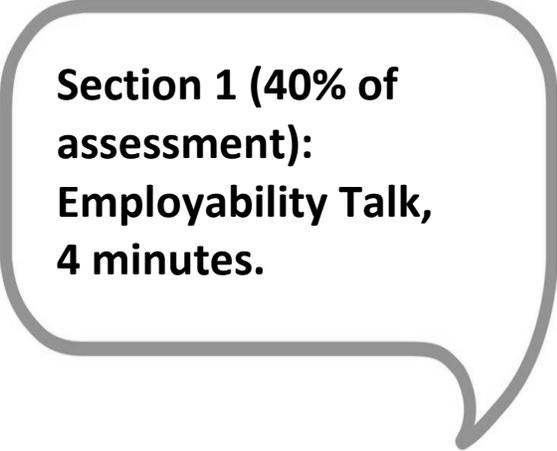
Section 3: Performing a spoken self-composition (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Audience Awareness</b>	Meaning is partially communicated using eye contact and/or staging in one place in the text.	Meaning is partially communicated to the audience using eye contact and/or staging some of the time.	<p>Meaning is fully communicated to the audience using eye contact and/or appropriate staging some of the time.</p> <p>There is some use of body language (and/or gesture).</p>	<p>Meaning is fully communicated to the audience using eye contact and/or appropriate staging most of the time.</p> <p>There is a selective use of body language (and/or gesture), and facial expression.</p>	<p>Meaning is communicated fully and effectively to the audience using eye contact and/or appropriate staging throughout.</p> <p>There is confident and selective use of body language (and/or gesture), and facial expression.</p>

<b>Section 4: Listening, Responding and Exchanging Views (5 minutes)</b>	<b>Pass</b>	<b>Good Pass (Endorsed)</b>	<b>Merit</b>	<b>Merit Plus (Endorsed)</b>	<b>Distinction</b>
<b>Responding to Questions</b>	Appropriate and brief responses are given to all questions.	Appropriate and partially developed responses are given to one or more questions.	Appropriate and full responses are given to one or more questions.	Appropriate and full responses are given to all questions.	Appropriate, full and confident responses to all questions.  The exchange of views has substance and develops understanding.
<b>Asking Questions</b>	Asks one or two relevant, but closed questions.	Asks three or more relevant, but closed questions.	Asks one or two relevant and open questions, which seek additional information about the topic.	Asks three or more relevant and open questions, which seek additional information about the topic.	Asks one or two relevant and open questions, which are thought-provoking and challenge thinking.
<b>Contributing to the Discussion</b>	Makes one or two brief contributions, and takes part when prompted.	Makes one or two brief contributions, without prompting.	Makes one or two detailed contributions and engages positively with the group, without prompting.	Makes three or more detailed contributions and engages positively with the group, without prompting.	Makes one or two unprompted, detailed and original contributions to support the group, which develop understanding.

## ***Speech for Employability***

### ***Assessment Overview***

The assessment is divided into four sections:



**Section 1 (40% of assessment):  
Employability Talk,  
4 minutes.**

Learners research and deliver a talk on a job, career, course of study, or make a business pitch.

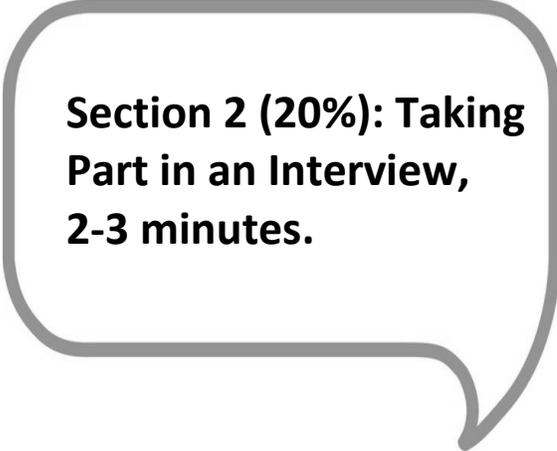
They should provide a CV and use it to explain their interest in a career area.

They should also support their talk using relevant visual/audio material.

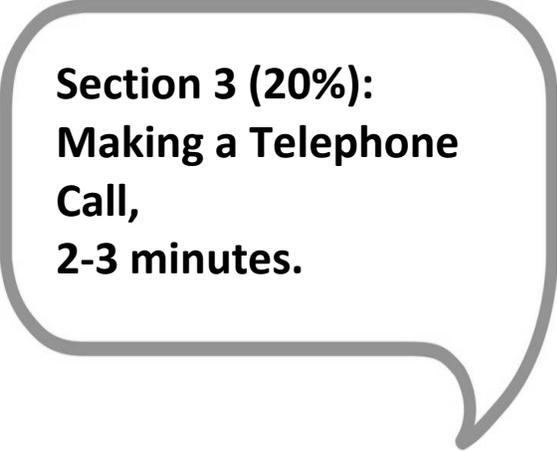
Appendix 1 contains a CV template.

Learners take part in an interview with the assessor, based on their Section 1 talk and CV.

Learners will need to provide the assessor with a hard copy of their CV and should respond to questions formally and positively.



**Section 2 (20%): Taking  
Part in an Interview,  
2-3 minutes.**



**Section 3 (20%):  
Making a Telephone  
Call,  
2-3 minutes.**

Learners make a mock telephone call to a teacher/tutor based on a planned employability-related scenario.

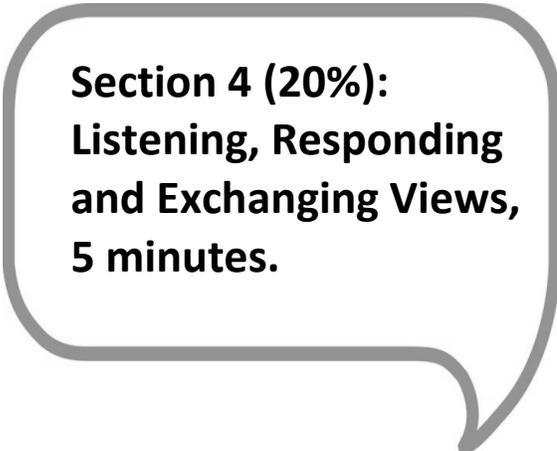
They choose one of five scenarios, which are made available in advance of the assessment.

During the mock telephone call, learners will need to give, receive, and recall information.

Appendix 2 contains a list of scenarios for the mock telephone call.

Learners listen and respond to questions from the group and the assessor in relation to the first three activities.

They should also actively contribute to the group discussion by asking questions and offering comments.



**Section 4 (20%):  
Listening, Responding  
and Exchanging Views,  
5 minutes.**

## National Curriculum Coverage

### Speech for Employability

This qualification is mapped to the National Curriculum in England in relation to its requirements in Spoken Language at Key Stages 3 and 4. Furthermore, it can be flexibly taught; it can be embedded into the classroom teaching of a curriculum topic or delivered as a standalone activity. This qualification can also support the teaching of national curricula in English and Literacy in Scotland, Wales and Northern Ireland. Preparation for the Speech for Employability qualification can also be used to help centres achieve several **Gatsby Benchmarks**. (Ctrl+Click to follow the links below.)

<p><i>Talk</i></p>	<ul style="list-style-type: none"> <li>✓ <a href="#">Use Standard English in a range of formal and informal contexts /when the context requires it</a></li> <li>✓ <a href="#">Give short speeches and presentations, express their own ideas, and keep to the point</a></li> <li>✓ <b>Benchmark 2: Learning from career and labour market information</b> Access and use information about career paths and the labour market to inform their own decisions on study options</li> <li>✓ <b>Benchmark 4: Linking curriculum learning to careers</b> Give pupils the opportunity to learn how different STEM subjects help people to gain entry to and be more effective workers within a wide range of careers</li> </ul>
<p><i>Interview</i></p>	<ul style="list-style-type: none"> <li>✓ <a href="#">Use Standard English in a range of formal and informal contexts /when the context requires it</a></li> <li>✓ <a href="#">Participate in discussions, summarising or building on what has been said, asking questions to clarify and inform</a></li> <li>✓ <b>Benchmark 3: Addressing the needs of each student</b> Encourage students to actively challenge stereotypical thinking and raise aspirations</li> </ul>
<p><i>Telephone Call</i></p>	<ul style="list-style-type: none"> <li>✓ <a href="#">Use Standard English in a range of formal and informal contexts /when the context requires it</a></li> <li>✓ <a href="#">Participate in discussions, summarising or building on what has been said, asking questions to clarify and inform</a></li> </ul>
<p><i>Listening, Responding and Exchanging Views</i></p>	<ul style="list-style-type: none"> <li>✓ <a href="#">Participate in discussions, summarising or building on what has been said, asking questions to clarify and inform, and challenging courteously when necessary</a></li> <li>✓ <a href="#">Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence, and aspects of presentation</a></li> </ul>

## **Learning Outcomes and Assessment Criteria**

### **Speech for Employability**

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

This **Speech for Employability** pathway has the following learning outcomes and assessment criteria:

<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>
1	Deliver a 4-minute talk or pitch about an employability-related issue using audio and/or visual support.	1.1 Structure a talk of approximately 4 minutes. 1.2 Present a talk using notes. 1.3 Explain points based on own research. 1.4 Use clear and audible voice to communicate information in Standard English. 1.5 Show an awareness of the audience. 1.6 Use audio and/or visual support.
2	Take part in a 1:1 interview with the assessor.	2.1 Give clear and relevant answers to questions. 2.2 Present knowledge and skills based on CV. 2.3 Use clear and audible voice to communicate information in Standard English. 2.4 Show an awareness of the interviewer.
3	Make a 'telephone call' in relation to a work-based scenario.	3.1 Give a reason for the call in a polite and positive way. 3.2 Summarise information at the end of the call. 3.3 Use clear and audible voice to disseminate information in Standard English.
4	Participate in a formal discussion.	4.1 Provide appropriate responses to questions. 4.2 Ask relevant questions based on someone else's work. 4.3 Offer own views in relation to own or someone else's work.

**Grade Descriptors**  
**Speech for Employability**

Section 1: Employability Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Structure</b>	The talk shows evidence of planning, with an introduction, body and conclusion. The talk runs under or over the allotted time by more than 50 seconds.	The talk shows evidence of planning, with an introduction, body and conclusion. The talk runs under or over the allotted time by more than 30 seconds.	The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion.  The talk adheres to the time limit.	The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion.  There is originality in the introduction and conclusion. The talk adheres to the time limit.	The talk shows evidence of effective planning and creative thinking.  There is originality, clarity and detail in the introduction, body and conclusion. The talk adheres to the time limit.
<b>Style</b>	The talk is heavily reliant on notes and/or memorised text.	The talk is mostly reliant on notes and/or memorised text.	The talk is mostly delivered naturally, with or without notes.	With the exception of one or two moments, the talk is delivered naturally throughout.	The talk shows a confident command of material and is delivered naturally throughout with or without notes.
<b>Voice and Speech</b>	There is clear and audible voice, with some hesitation.  Standard English is mostly used.	There is clear and audible voice, with some use of pause.  Standard English is mostly used.	There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause.  Standard English is used throughout.	There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause.  Standard English is used throughout.	There is clear and audible voice, with fluent and positive delivery. The talk is delivered with authority and is sensitively paced, with intelligent use of pause.  Standard English is confidently used throughout.

Section 1: Employability Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Content</b>	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support one or two views.	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support three or more views.	The talk shows evidence of effective research and personal interest. There is selective use of researched material.  Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support one view.	The talk shows evidence of effective research and personal interest. There is selective use of researched material.  Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support two views.	The talk shows evidence of effective research and personal interest, which is presented convincingly. Content is appropriate, well-explained and carefully put together. Detailed reasons based on evidence are given to support the majority of views.
<b>Visual/Audio Support</b>	There is a basic use of audio-visual material. There is a significant under reliance or overreliance on the audio-visual material.	There is a straightforward use of audio-visual material. Some of the material is well-discussed.	There is a competent use of audio/visual material. Most of the material is well-discussed.	There is an effective use of audio/visual material. All of the material is well-discussed.	There is an effective and accomplished use of well-chosen audio/visual material. Reference to this material engages listeners and furthers knowledge and understanding.
<b>Audience Awareness</b>	There is some eye contact with the assessor and/or the group at the beginning and end of the talk.	There is some eye contact with the assessor and/or the group throughout the talk.	There is regular eye contact with the assessor, and some of the group, throughout the talk.  There is appropriate body language (facial expression, gesture, etc.).	There is regular eye contact with the assessor and all of the group throughout the talk.  There is an appropriate and consistent use of body language (facial expression, gesture, etc.).	There is regular and confident eye contact with the assessor and all of the group throughout the talk.  There is an appropriate, consistent and confident use of body language (facial expression, gesture, etc.)

Section 2: Taking part in an Interview (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Responding to Questions</b>	Clear, pertinent and brief responses are given to some questions.	Clear, pertinent and brief responses are given to all questions.	Clear, pertinent and full responses are given to questions in a positive manner.	Clear, pertinent and full responses are given to questions, positively and confidently.	Clear, pertinent and full answers are given to questions, positively, confidently and persuasively.
<b>Presentation of Knowledge and Skills</b>	Clear and brief presentation of knowledge and skills with two or more prompts from the assessor.	Clear and brief presentation of knowledge and skills with one prompt from the assessor.	Clear and full presentation of knowledge and skills with one prompt from the assessor.	Clear and full presentation of knowledge and skills with no prompts from the assessor.	Clear, full and persuasive presentation of knowledge and skills with no prompts from the assessor.
<b>Voice and Speech</b>	There is clear and audible voice, with some hesitation.  Standard English is mostly used.	There is clear and audible voice, with some use of pause.  Standard English is mostly used.	There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause.  Standard English is used throughout.	There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause.  Standard English is used throughout.	There is clear and audible voice, with fluent and positive delivery. Responses are delivered with authority and are sensitively paced, with intelligent use of pause.  Standard English is confidently used throughout.

Section 2: Taking part in an Interview (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Interviewer Awareness</b>	There is some eye contact with the assessor at the beginning and end of the interview.	There is some eye contact with the assessor during most of the interview.	There is regular eye contact with the assessor during most of the interview.  There is appropriate body language (facial expression, gesture, etc.)	There is regular eye contact with the assessor throughout the interview.  There is an appropriate and consistent use of body language (facial expression, gesture, etc.)	There is regular and confident eye contact with the assessor throughout the interview.  There is an appropriate and confident use of body language (facial expression, gesture, etc.).

Section 3: Making a Telephone Call (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Information Request</b>	Gives a partially clear reason for a call in a polite and positive way with three or more prompts from the assessor.	Gives a partially clear reason for a call in a polite and positive way with one or two prompts from the assessor.	Gives a clear reason for call in a polite and positive way, with one or two prompts from the assessor.	Gives a clear reason for call in a polite and positive way, with no prompts from the assessor.	Gives a clear reason for call and required information is taken in a thorough manner. The candidate is polite, positive and confident throughout. No prompting is required.
<b>Information Summary</b>	Accurate summary of some information with three or more prompts from the assessor.	Accurate summary of some information with one or two prompts from the assessor.	Accurate summary of most information with one or two prompts from the assessor.	Accurate summary of most information with no prompts from the assessor.	Accurate summary of all information, with no prompting from assessor.
<b>Voice and Speech</b>	There is clear and audible voice, with some hesitation.  Standard English is mostly used.	There is clear and audible voice, with some use of pause.  Standard English is mostly used.	There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause.  Standard English is used throughout.	There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause.  Standard English is used throughout.	There is clear and audible voice, with fluent and positive delivery. The call is delivered with authority and is sensitively paced, with intelligent use of pause.  Standard English is confidently used throughout.

Section 4: Listening, Responding and Exchanging Views (5 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Responding to Questions</b>	Appropriate and brief responses are given to all questions.	Appropriate and partially developed responses are given to one or more questions.	Appropriate and full responses are given to one or more questions.	Appropriate and full responses are given to all questions.	Appropriate, full and confident responses to all questions.  The exchange of views has substance and develops understanding.
<b>Asking Questions</b>	Asks one or two relevant, but closed questions.	Asks three or more relevant, but closed questions.	Asks one or two relevant and open questions, which seek additional information about the topic.	Asks three or more relevant and open questions, which seek additional information about the topic.	Asks one or two relevant and open questions, which are thought-provoking and challenge thinking.
<b>Contributing to the Discussion</b>	Makes one or two brief contributions, and takes part when prompted.	Makes one or two brief contributions, without prompting.	Makes one or two detailed contributions and engages positively with the group, without prompting.	Makes three or more detailed contributions and engages positively with the group, without prompting.	Makes one or two unprompted, detailed and original contributions to support the group, which develop understanding.

## Appendix 1: CV Template

<b>Name:</b>	Choose an item.
<b>School:</b>	Choose an item.
<b>Profile</b> (Write 5-6 lines about your strengths and your career aim):	Choose an item.
<b>Education</b> (Write 5-6 lines about your favourite subjects and why you like studying them):	Choose an item.
<b>Work Experience</b> (Write 5-6 lines about any work experience you have done or would like to do):	Choose an item.
<b>Interests</b> (Write 5-6 lines about interests and how they are relevant to your career):	Choose an item.

## ***Appendix 2: Scenarios for mock telephone call***

### **Scenario 1**

You want to obtain a work experience placement at a local company. Phone the company and talk to the receptionist. You will need to:

- Explain your interest;
- Ask if there are any opportunities for work experience;
- Give the information that you are asked for; **and**
- Check that you have understood what you need to do and what will happen next.

### **Scenario 2**

You have an excellent idea for a product that you want to pitch to a large company. Phone the company and talk to the receptionist. You will need to:

- Explain your product idea;
- Ask if the idea would be of interest to the company;
- Give the information that you are asked for; **and**
- Check that you have understood what you need to do and what will happen next.

### **Scenario 3**

You have received a letter inviting you to a work experience interview, but you are going on holiday the day before. Phone the company and talk to the receptionist. You will need to:

- Explain that you are unable to attend the interview;
- Ask if it is possible to rearrange the date;
- Give the information that you are asked for; **and**
- Check that you have understood what you need to do and what will happen next.

### **Scenario 4**

You have applied for a course but now you have noticed another course in the prospectus which looks equally good, if not better. Telephone the course tutor's direct line. You will need to:

- Explain that you have applied for a course, but seen another similar one in the prospectus;
- Ask what the key differences are;
- Give the tutor a date and time that's convenient for you to meet with them; **and**
- Check that you have understood the difference between the courses and what you need to do.

### **Scenario 5**

You want to find out if a course is well recognised by employers. You cannot find any information online, so telephone the student services department. You will need to:

- Explain your interest in the course;
- Ask if the course is recognised by employers;
- Give the information that you are asked for; **and**
- Check that you have understood what you need to do and what will happen next.

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