

GCSE

ENGLISH LANGUAGE

SPECIMEN CONTROLLED ASSESSMENT

UNIT 1 Oracy

Task 1 – Conveying Information

Instructions for Teachers

You are advised to read pages 12-16 of the specification for detailed advice concerning the administration of controlled assessment.

Candidates should choose from the five themes set for this assessment and present individually information on any aspect or aspects relating to one of the following themes:

1. Wales
2. Leisure
3. The World of Work
4. The World of Science / Technology
5. Citizenship.

Candidates have one week prior to the assessment to research their topic.

Candidates are permitted to investigate the topic by using the internet, reading newspapers / magazines or listen to the news.

It is not permissible for the presentation to be scripted. It must be emphasised that this is not a reading task, but rather an oral presentation prepared by the candidate.

Information technology such as PowerPoint may be used, only as a resource to facilitate the presentation.

Teachers should retain any bullet points or PowerPoint presentations at the end of the presentation.

At the end of the presentation, other students could be allowed to ask questions. An individual presentation will last between three to five minutes, including responding to any questions the audience may have on the presentation.

Task 2 – Responding and Interacting

Instructions for Teachers

You are advised to read pages 12-16 of the specification for detailed advice concerning the administration of controlled assessment.

Stimulus material can be shown to the candidates one week before they complete the task. It will assist them to think of ideas on the topic but they can also refer to other relevant issues not referred to in the stimulus material.

Teachers should collect the stimulus material at the end of each preparation period. Candidates are allowed to research the topic by using the internet, read newspapers / magazines or listen to the news.

Candidates should express their opinions on the topic with other members of the group and give reasons for their opinions.

Candidates may refer to personal experiences or other experiences if they are relevant to the discussion.

No scripting of the discussion is allowed – it should be a natural discussion. It must be emphasised that this is not a reading task.

Candidates are allowed to use brief notes only with the stimulus material when they complete the task.

The task should last 10 minutes.

Exemplar Stimulus Material (1)

Parental Responsibility

In your groups, discuss some, or all, of these points:

- As wiser, more experienced people, parents should be made responsible for all areas of their child's life, making all decisions for him/her;
- Parents should be legally responsible for their child's behaviour, health and actions;
- Children under the age of 18 are not capable of making sensible life choices;
- Some parents are not capable of looking after themselves let alone a child so making parents wholly responsible is not a good idea.

Remember that you can refer to other relevant matters that are not on this sheet as well.

All mothers and most fathers have legal rights and responsibilities as a parent - known as 'parental responsibility'.

Your most important roles are to:

- provide a home for the child
- protect and maintain the child

You're also responsible for:

- disciplining the child
- choosing and providing for the child's education
- agreeing to the child's medical treatment
- naming the child and agreeing to any change of name
- looking after the child's property

Parents have to ensure that their child is supported financially, whether they have parental responsibility or not.

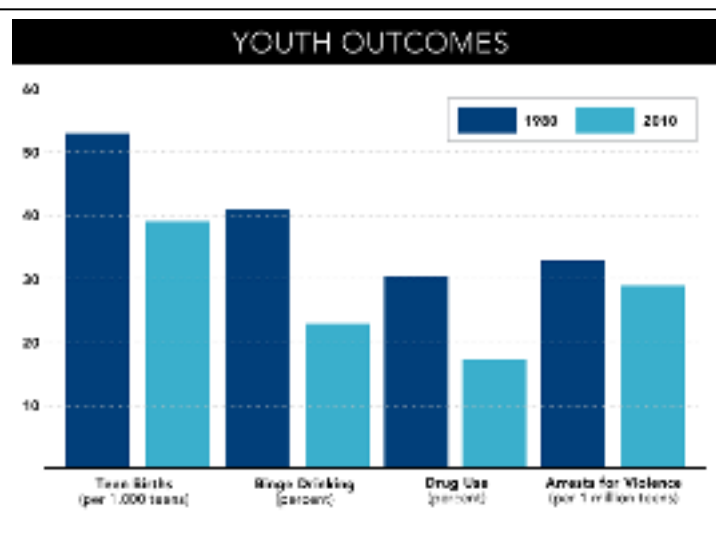
<https://www.gov.uk/parental-rights-responsibilities>

Most juvenile crimes are committed by adolescents whose parents do not care or make any effort to control their children. If parents had to pay fines, they might make more effort. Another point is that even though the children may seem mature, they are not really able to make good decisions. Parents should be responsible for raising and teaching their children until they are fully grown. Furthermore, if children know that their parents will have to pay, they will think carefully before doing getting into trouble.

**Every child deserves
a parent...**



**But not every parent
deserves a child...**



Low-income parents spend a lot less time talking to their children than middle-income parents do and their conversations are much less enriching in terms of varied vocabulary. They do a lot more scolding and provide a lot less emotionally positive feedback. So it is not surprising that their kids do less well at school and are more likely to get in trouble with authority figures, and to behave in delinquent ways.

Exemplar Stimulus Material (2)

Parents versus Children

In your groups, discuss some, or all, of these points:

- Parents should set clear, firm boundaries for their children and discipline them when they overstep these boundaries.
- Children should be free to make their own choices and learn from their mistakes.
- Parents should be more tolerant and understanding of their children.
- Parents spend too much money on their children – and not enough time.
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Remember that you can refer to other relevant matters that are not on this sheet as well.

The source of the conflict between parent and child is that every parent wants to hold their child close to protect them and keep them safe. And every child wants to break free of their parents hold, going out into the world to discover, explore and learn. Each is pulling the other in the opposite direction.

www.psychologytoday.com

Sulking, arguing, lying, and rebelling are just a few of the ways teens misbehave. There's a good explanation for these bad behaviors. As teens become more independent, they still lack the emotional maturity they need to make informed, thoughtful decisions. The parts of the brain that control decision making and impulse control haven't fully developed. The combination of autonomy and immaturity can lead to risky teen behaviors, like drinking and smoking.

www.webmd.com

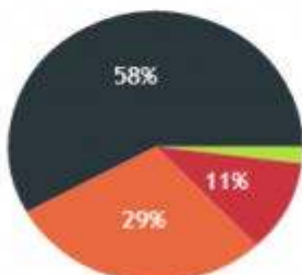
Take away privileges/toys

Always Often Sometimes Rarely



Smacking

Always Often Sometimes Rarely



It's important that parents hold teens accountable and allow them to experience the consequences of their choices. When parents rescue or bail out their children from negative consequences, they are not helping their children in the long run. Teens need to learn personal responsibility for their actions. If parents bail out their children whenever they get into trouble, teens learn that their behaviour is someone else's responsibility. Teens may continue to make poor choices and behave irresponsibly, believing their parents will continue to rescue them.

www.education.com