

Teaching and Learning Support

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:

Pupils could here present an informative, persuasive or entertaining talk to the audience of their peers or to an imagined audience, e.g. Pupil Council, Governing Body, etc. Pupils or staff making up the audience should be prepared to ask questions based on the contents of the presentation which are not known to the presenter in advance.

1. Wales

For example, pupils could choose to take one of the following topics on which to present their views:

- Devolution – what needs to be done to achieve political autonomy and advantages and consequences;
- Standard of living in Wales compared to other countries;
- What it means to be Welsh – focusing on Wales's culturally identity;
- Why Wales makes the best destination for tourists.

2. Leisure

For example, pupils could choose to take one of the following topics on which to present their views:

- Outlining an interest or hobby and persuading the audience to take up this interest;
- What the local council needs to do to provide better facilities for teenagers in their spare time;
- Explaining why leisure time is important in the busy twenty-first century.

3. The World of Work

For example, pupils could choose to take one of the following topics on which to present their views:

- Explaining the importance of a work experience placement to pupils, citing highlights and advantages;
- My ideal job – present hopes and ambitions for the future and the impact of the presenter in the world of work;
- Present the case for why teenagers should have part-time jobs.

4. The World of Science / Technology

For example, pupils could choose to take one of the following topics on which to present their views:

- The effects of science and technology on modern life;
- The dangers of relying on technology;
- Why the advancements in a particular field of science / technology are vital, e.g. research into stem-cell technology;
- The global effects of the internet.

5. Citizenship.

For example, pupils could choose to take one of the following topics on which to present their views:

- Presentation to parents of Year 6 pupils as to why their children should attend your school;
- Crime and punishment – what should be done with young people who break the law;
- How we can make our town/area a better place to live.

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

This should be independent research (internet, interviews with peers/family members, etc.) and the pupils should have a clear focus on the audience and purpose of their talk.

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.

Pupils may use bullet pointed notes to support the presentation of their talk but these need to have been checked in advance by their teacher to ensure these do not go beyond prompts.

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.

All supporting notes will need to be retained by the centre for the external moderator to view.

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.

Throughout the delivery of the GCSE English Language course, pupils should have multiple opportunities to develop their questioning skills, e.g. the importance of asking open questions rather than closed questions, identifying main points of a presentation / talk to find out more about, etc.

Pupils should be familiar with the type of question starters that would allow the presenter to add further detail / clarify points from their 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.

As with the presentation and questioning in Task 1, , pupils should have multiple opportunities to develop their discussion skills throughout the delivery of the GCSE English Language course, e.g. how to challenge / build on the views of others, using standard English where appropriate, etc.

Pupils should be familiar with the type of speaking starters that would allow the group discussion to develop and be sustained, rather than a collection of disparate views.

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.

Higher attaining pupils may want to focus on just one of the issues here, allowing for a detailed and developed discussion of the stimulus point. The picture below may be a starting point for a discussion of this type – that every child deserves a parent, but not every parent deserves a child. The discussion could be based on personal experiences of good parenting or research on parenting (TV shows such as 'Strictest Parents in the World', news stories of parents supporting pupils' truancy, the way parental responsibility is presented in any literary texts pupils may have read, etc.).

Lower attaining pupils may want to take a two or three of these ideas as the basis for their discussion in case there are a limited number of points that they wish to make about parental responsibility. For example, linking the stimulus points that parents should be legally responsible for everything their child does and children under the age of 18 not being capable of making sensible life choices. The texts below on Youth Outcomes and juvenile crime could be used for the pupils to articulate their own views of how best could be made responsible – or even whether they should.

At the start of the preparation of this task, pupils should be encouraged to identify and understand the points of view and information presented in each of the stimulus texts, and to consider whether they are biased. The views or information could be used by the pupils to add weight to their own arguments or to act as a point to argue against.

However, pupils should not present the ideas in the texts verbatim – paraphrasing or articulating the views in their own words and developing these is where pupils will

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.

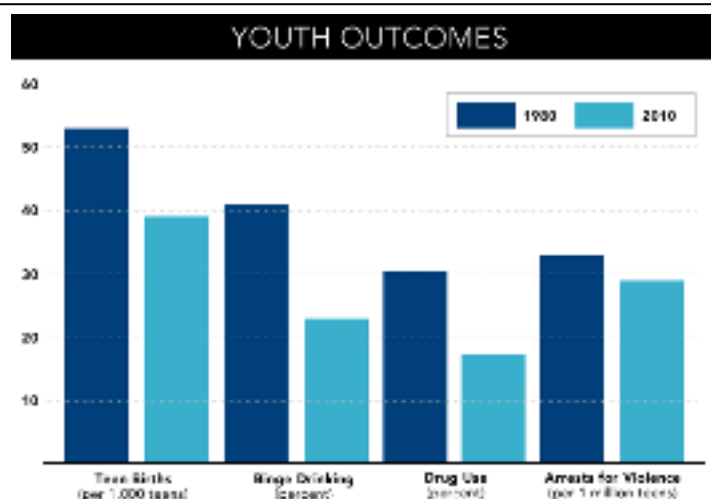
<https://www.gov.uk/parental-rights-responsibilities>

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.

The statistics or information presented in non-continuous texts need to be analysed and understood in order to support views or be argued against with other researched evidence that the pupils may have.

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.

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.

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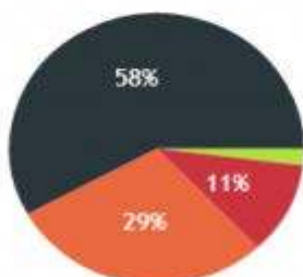
Take away privileges/toys

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.

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