

# 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:

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

#### How to structure a presentation

Presentations need to be very straightforward and logical. Most important is that the topic for the talk is clearly explained and ideas are developed. Pupils could structure their talk as follows:

- a welcoming introduction outlining the main topic and why it is important to the speaker for an informative talk or a comment, idea or statistic that immediately interests the audience for something more persuasive;
- for a two-three minute presentation (excluding questions), five or six well-developed ideas, views or arguments that are logically sequenced with carefully selected connectives/topic sentences to join points or move on the talk;
- a conclusion that purposefully summarises the main points of the talk and leaves the audience with a thorough understanding of the topic or issues discussed.

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.

## The introduction

The introduction is the point at which the presenter explains the topic of the talk and purpose of their presentation and demonstrates their enthusiasm for their chosen topic. Some sentence starters for this part of the presentation could include:

- *“Good afternoon, my name is Sion and ...”* (begin formally and positively);
- *“I am going to explore / explain / compare / describe / entertain you with ...”* (cite how the topic will be discussed);
- *“I hope this will provide us with ...”* (what does the presenter wish the audience to take away at the end of the talk, e.g. understanding, take action, knowledge, etc.);
- *“I will be happy to take any questions you may have at the end of this presentation.”* (make clear the expectations of the audience).

## Main points

This is the part of the talk where pupils should have condensed their research notes into five or six key points with an aim to inform / instruct / persuade / entertain / affect the audience. In structuring a talk, the pupil should ask him/herself how they are telling the audience something new or building on ideas.

Pupils should consider using topic sentences to introduce new ideas or points and ensure that the sequence their information is logical and allows the view / topic to develop. The key messages of the presentation should be clear and emphasised to the audience through rhetorical devices or original language choices.

There is the possibility for pupils to use non-continuous texts such as data, diagrams, charts, tables, etc. as evidence for their points, or to share anecdotal experiences that add further support to a point of view. Such evidence could be cited from interviews, news reports or their own personal experiences. Pupils should not allow supporting evidence to be the bulk of the content for their talk; their own ideas and views will form the basis of the presentation.

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.

## Transitions

The following connectives and sentence starters are examples of how pupils can help divide up information, link different ideas or points, and show the development of ideas.

- *“I will start by discussing / explaining / outlining...”;*
- *“Next I would like to move on to ...”;*
- *“Looking at this issue in greater detail we can see...”;*
- *“Consequently, this leads us to...”;*
- *“I am sure that you all would agree that an equally important issue is...”;*
- *“Some people would argue... however, ...”.*

## The Conclusion

The conclusion should summarise the main ideas of the presentation.

Depending on the purpose of the talk pupils could conclude with an overview of the topic, suggestions as to the next steps the audience could take or how to find out more, and formally thank the audience for their time and attention.

Pupils should conclude by directly addressing the audience, challenging their views or creating an impact.

The pupils would then invite questions from the audience which should be relevant and open to provide the presenter with opportunities to develop some of the ideas in their talk.

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)**

# Protecting the Welsh Countryside

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

- Protecting the countryside would protect Wales' tourist industry;
- Wales needs to build in some rural areas to encourage overseas businesses to set up and increase employment;
- There are many more important things to concern people in Wales such as education and the NHS;
- We need to conserve the Welsh countryside in order to ensure species of rare animals are not under threat.



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

Sheep have reduced most of our uplands to bowling greens with contours. Only the merest remnants of life persist. Spend two hours sitting in a bushy suburban garden and you are likely to see more birds and of a greater range of species than in walking five miles across almost any part of the British uplands. The land has been sheepwrecked.

Do we really believe that keeping the hills bare, wiping out wildlife, helping to flood homes and farms and exacerbating landslips is a good use of public money?

<http://www.spectator.co.uk/features/8920911>

Plans to create a solar farm near Barry which could power 2,000 houses raised fears it could lead to the deaths of wild birds of prey and force the closure of a leading tourist attraction.

Griff Griffiths, owner of the Welsh Hawking Centre, which breeds of birds of prey, said the Elgin Energy project “ran the risk of birds flying into the mirror-like panels while hunting, and being killed”.

In Bridgend there are fears that one of the biggest solar parks in the UK could be built on land near Court Colman, a protected landscape conservation area until September 2013.

<http://www.walesonline.co.uk>

**GOVERNMENT PRIORITIES**

	Average mark out of 10 given for objective as a priority
Cutting the deficit	9.16
Reducing the welfare bill	8.74
Delivering job creation and prosperity	8.63
Controlling immigration	8.42
Cutting crime	8.32
Controlling inflation	8.12
Reforming schools	8.08
Cutting taxes	7.53
Rebuilding Britain's armed forces	7.48
A fair deal for pensioners	7.28
Tackling the social conditions that contributed to the recent riots	7.09
Improving the NHS	7.05
Protecting Britain's countryside	6.71
Fighting climate change	2.64

Natural Resources Wales has been set up to meet the significant challenges of delivering the future environmental needs of Wales, in a way that provides best value for the Welsh Government and, ultimately, the public. Wales has a unique opportunity to demonstrate how a country's natural resources can be managed to ensure better outcomes for the environment, businesses and people of Wales.

<http://www.ccw.gov.uk>

Pupils will need to conduct their own independent research leading up to the group discussion. Further examples of the kinds of text that could be used as exemplar stimulus material for this sample task can be found below:

- Plaid Cymru leader Leanne Wood outlines her vision for rural Wales: <http://www.countryside-alliance.org/ca/wales-news/plaid-cymru-leader-leanne-wood-outlines-her-vision-for-rural-wales>
- What is land use and why is it important? The Countryside Council for Wales Landscape & wildlife answers: <http://www.ccg.gov.uk/landscape--wildlife/managing-land-and-sea/what-is-land-use--why-is-it-i.aspx>
- Welsh Local Government Association provides facts about the Environment and the Countryside <http://www.wlga.gov.uk/environment-and-the-countryside>
- The Countryside Code: <https://www.gov.uk/government/publications/the-countryside-code/the-countryside-code>
- Literary views of the Welsh countryside: poetry of RS Thomas; *On the Black Hill*, Bruce Chatwin; *Running for the Hills*, Horatio Clare
- Wikipedia on the importance of sheep-farming in Wales: [http://en.wikipedia.org/wiki/Sheep\\_farming\\_in\\_Wales](http://en.wikipedia.org/wiki/Sheep_farming_in_Wales)
- The Prince of Wales' website featuring his initiative to support rural communities: <http://www.princeofwales.gov.uk/the-prince-of-wales/promoting-and-protecting/rural-communities-and-farming>
- Welsh Government policy on Countryside and coastal access: <http://gov.wales/topics/environmentcountryside/consmanagement/countrysidecoastalaccess/?lang=en>

Some of these texts are reproduced below. Pupils should explore how the Welsh countryside is presented in each text, reflect on what the countryside offers, and synthesise ideas about how and why we should protect the countryside.

# Plaid Cymru leader Leanne Wood outlines her vision for rural Wales

Friday, 27 March 2015



Leanne Wood, Leader, Plaid Cymru | Party of Wales, joins other party leaders in writing exclusively for the Countryside Alliance website: The countryside and rural communities contribute to the Welsh economy not only in terms of agriculture and food production but also crucially to the wellbeing of our environment and culture. Farming forms the backbone for many Welsh rural communities - creating economic and social activity in some of our country's most isolated areas, yet the sector faces unprecedented challenges.

Incomes dropped by 44% in over 2013/14 and a further drop is projected for 2014/15. Market volatility in the dairy and red meat sectors have contributed to these pressures. Plaid Cymru campaigned in Europe, Westminster and the National Assembly for Wales against cutting the CAP budget upon which many Welsh farmers depend. Our MPs have also been pushing for reform of the Red Meat Levy which currently leaves Wales short changed by £1 million. That is money that could be used to promote and open new markets for Welsh meat.

Our Assembly Members in Cardiff have been pushing for action from government to strengthen domestic supply chains to help protect Welsh farmers from the volatility of the international market. Our elected Members at all levels have also pushed for more public bodies to source goods and services from Welsh suppliers to support Welsh jobs and Welsh businesses.

Rural communities must do all possible to maintain their essential services. The Party of Wales will continue to work to protect community hubs like post offices, pubs and village shops. We will build support structures for those wishing to launch community takeovers for essential rural businesses.

Business must also be able to flourish no matter how rural or isolated the setting. That means increasing digital connectivity through better access to broadband and reducing operating costs through cutting business rates. Plaid Cymru is committed to bringing Superfast broadband to 100% of Wales and will roll out high speed mobile data signal too, bringing 4G to all parts of the country.

Plaid Cymru is content to allow the bovine TB vaccination programme currently underway in Wales to run its course in order that we can learn some important lessons about the process and its effectiveness. We believe that the broadest range of interventions is necessary to eradicate bTB.

Plaid Cymru considers the promotion of food production as a vital sector of our society as a key part of economic thinking. We see the protection of rural communities a core priority and we will continue to champion their cause and build prosperity and resilience back into the rural economy.

## Key Facts

- 17,000 full-time jobs in Wales are associated with the use, management and appreciation of the natural environment. This is worth £8.8bn to Wales each year
- over 25% of Wales is designated as a protected area due to its wildlife, cultural and landscape value
- there are over 40,000 km of public footpaths, bridle-ways and byways in Wales
- In biodiversity terms some priority habitats are declining – a real concern as biodiversity is vital to Wales' eco system.

### Respect other people:

- consider the local community and other people enjoying the outdoors
- leave gates and property as you find them and follow paths unless wider access is available

### Protect the natural environment:

- leave no trace of your visit and take your litter home
- keep dogs under effective control

### Enjoy the outdoors:

- plan ahead and be prepared
- follow advice and local signs

## The Welsh Hill Country

Too far for you to see  
The fluke and the foot-rot and the fat maggot  
Gnawing the skin from the small bones,  
The sheep are grazing at Bwlch-y-Fedwen,  
Arranged romantically in the usual manner  
On a bleak background of bald stone.

Too far for you to see  
The moss and the mould on the cold chimneys,  
The nettles growing through the cracked doors,  
The houses stand empty at Nant-yr-Eira,  
There are holes in the roofs that are thatched with sunlight,  
And the fields are reverting to the bare moor.

Too far, too far to see  
The set of his eyes and the slow pthisis  
Wasting his frame under the ripped coat,  
There's a man still farming at Ty'n-y-Fawnog,  
Contributing grimly to the accepted pattern,  
The embryo music dead in his throat.

RS Thomas



## Exemplar Stimulus Material (2)

# Animal Welfare

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

- We have a responsibility to ensure that all animals have a decent standard of living;
- With the growing world population, there is a real need for intensive farming of animals to meet the demand for food which is more important than how animals are treated;
- Zoos are an important part of animal conservation not cruel captivity as some think;
- It is wrong that in the twenty-first century we are still testing medicines and cosmetics on animals.

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

Concern for animal welfare is often based on the belief that non-human animals are aware and that consideration should be given to their well-being or suffering, especially when they are under the care of humans. These concerns can include how animals are slaughtered for food, how they are used in scientific research, how they are kept (as pets, in zoos, farms, circuses, etc.), and how human activities affect the welfare and survival of wild species.

<http://en.wikipedia.org>

UK law both requires and regulates experiments on animals.

Any new drug must be tested on at least two different species of live mammal, one of which must be a large non-rodent.

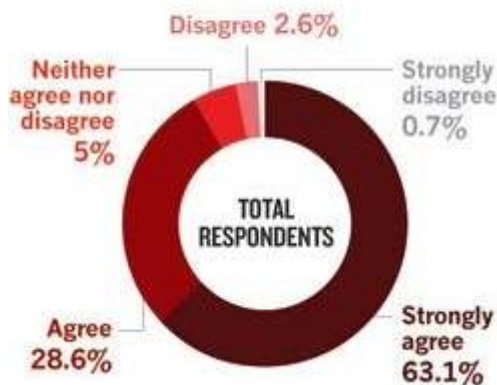
Experts suggest that new classes of drugs now in development that act in very specific ways in the body may lead to more animals being used in future years, and to the use of more primates.

For example, as science seeks to tackle the neurological diseases afflicting a 'greying population', it is said we will need a steady supply of monkeys on which to test the safety and effectiveness of the next-generation pills.

Experts say the extremely specific way these new products will work means primates - because their brain is very similar to our own - will be the only animals suitable for experimentation.

<http://www.bbc.co.uk/ethics/animals/using/facts.shtml>

**"Animal research is essential to the advancement of biomedical science."**



In its annual report on prosecutions, the RSPCA said there was a 14% rise in the number of reported cases, as it highlighted some of the worst instances of cruelty and neglect that officers have faced in the past year.

In Wales a team of 38 inspectors investigated 11,372 complaints, resulting in 79 defendants being convicted of 297 offences.

Comparing figures from 2013 to those in 2012, the total number of convictions across Wales rose by 49 from 248. Another 91 people were also cautioned for offences – a 50% increase.

<http://www.walesonline.co.uk>

Pupils will need to conduct their own independent research leading up to the group discussion. Further examples of the kinds of text that could be used as exemplar stimulus material for this sample task can be found below:

- RSPCA charity on the changes to the Animal Welfare Act:  
<http://www.rspca.org.uk/whatwedo/changingthelaw/whatwechanged/animalwelfareact>
- The Guardian website updates on global report concerning animal welfare:  
<http://www.theguardian.com/world/animal-welfare>
- The Guardian article on pig rearing:  
<http://www.theguardian.com/uk/2009/jan/06/animal-welfare-food-bacon>
- The Telegraph article on animal welfare charities' heavy-handedness:  
<http://www.telegraph.co.uk/lifestyle/pets/10149908/The-RSPCA-made-US-feel-like-criminals.html>
- The Born Free Foundation on Circuses and Performing Animals:  
<http://www.bornfree.org.uk/campaigns/zoo-check/circuses-performing-animals/>
- Facts on vivisection:  
[http://www.vivisectioninformation.com/index.php?p=1\\_8\\_all-you-need-to-know-in-33-facts](http://www.vivisectioninformation.com/index.php?p=1_8_all-you-need-to-know-in-33-facts)
- Arguments for and against zoos:  
<http://animalrights.about.com/od/animalsinentertainment/a/Arguments-For-And-Against-Zoos.htm>
- Leaflets about rehoming dogs: <https://www.dogstrust.org.uk/search-results/?q=leaflets>

Some of these texts are reproduced below. Pupils should explore how the welfare of animals is presented in each text, reflect on the ways that the texts put across their views, and synthesise ideas about how and why we should ensure that all animals are looked after.

## 'Welfare doesn't come into it'

Pigs kept on slatted, concrete floors; pregnant sows in cages so small they can't move; piglets castrated without pain relief; tails routinely docked to prevent animals attacking each other. This is the truth behind the European pig industry - and so behind most of the pork we eat. By Jon Henley



A pregnant pig in a sow stall in the Netherlands. the stall does not allow the sow to move more than a few inches for her entire pregnancy.

## The RSPCA made US feel like criminals

### Heavy-handed prosecutions by the animal welfare charity are leaving many innocent pet owners devastated



Amber West, 16, prosecuted after going rabbiting legally. 'She was given a £200 fine and a 10-year ban on keeping animals. We took it to appeal and the judge wiped everything off,' says her mother Photo: Richard Rayner

When the family dog, Becks, got fleas, Charlene Draper did what any responsible owner would do: she treated him with canine anti-flea shampoo. As a result, thanks to Britain's biggest animal welfare charity, she found herself in court last week, facing up to six months in prison and costs of £8,000.

“It's been a massive worry, really draining. It's been hanging over me for more than a year, not knowing what's going to happen,” she said yesterday. “When I was found not guilty, I just burst into tears.”

Ms Draper, from Milton Keynes, didn't know it, and the instructions with the shampoo didn't tell her, but some dogs are allergic to the saliva left behind when a flea bites them, and the

shampoo can increase the chances of getting the allergy. “It is a very common problem,” says Colin Vogel, a vet who testified for the defence. “I have seen it hundreds of times in practice. This is what makes this such an outrageous case.”

Ms Draper thought her German shepherd dog’s skin condition was due to the fleas, so she gave him another shampoo. She would have taken him to her vet if it had persisted, but she didn’t get the chance. Two weeks after she gave him the second wash, the RSPCA, alerted by a tip-off, swooped. She hasn’t seen Becks since, even though she was acquitted. “They told me they would take him to the vet and they would bring him back later,” she says. “The vet told them the dog could go home, but the RSPCA took him off to some kennels instead. Becks was my daughter’s pet and she was absolutely devastated. She knew about the court case and kept asking when we were going to get him back.”

Ms Draper, at least, can still get her dog back. But for many pet owners, even if they are cleared or never charged, that is no longer an option. By the time their cases are resolved, the RSPCA has sold, given away or even killed their animals.

## CIRCUSES AND PERFORMING ANIMALS



Globally, thousands of wild animals are still forced to perform demeaning and unnatural tricks to entertain the public. They are exploited in travelling circuses, side-shows and within zoos, and used in advertising, film and television. Animals are often made to perform ‘stunts’ and ‘humanised’ behaviours that are completely against their nature. Parrots riding bicycles, elephants standing on their heads or walking a tightrope, chimpanzees smoking cigarettes, and tigers jumping through hoops of fire are just some of the examples.

The training of wild animals often relies heavily on physical domination and fear, in an attempt to ensure the constant attention and compliance of the animal in front of an audience or camera. There have been numerous undercover investigations and reports from ex-trainers revealing evidence of systematic mistreatment and animal abuse.

In circuses, animals are transported from location to location, repeatedly loaded and unloaded, kept in small beast-wagons or chained within trucks. Similarly, animals used in the film industry are also routinely confined to cages between “takes”. Research has shown that spending many hours travelling or confined to a small and unnatural environment can cause heightened stress responses in an animal, resulting in serious negative welfare impacts. Training, boredom and the frustration in trying to cope with these unnatural conditions often result in an animal developing [abnormal behaviours](#).

Born Free believes that it is outdated and unacceptable to use wild animals in circuses or to market products by making animals perform unnatural behaviours. Such acts misrepresent the

true nature of the animals; require the animals to be subjected to an unnatural and often abusive lifestyle; and undermine public respect for the natural world. Born Free challenges the use of wild animals in circuses and performance, raises awareness about the issues, and campaigns for national and international legislation to bring this practice to an end.