

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.

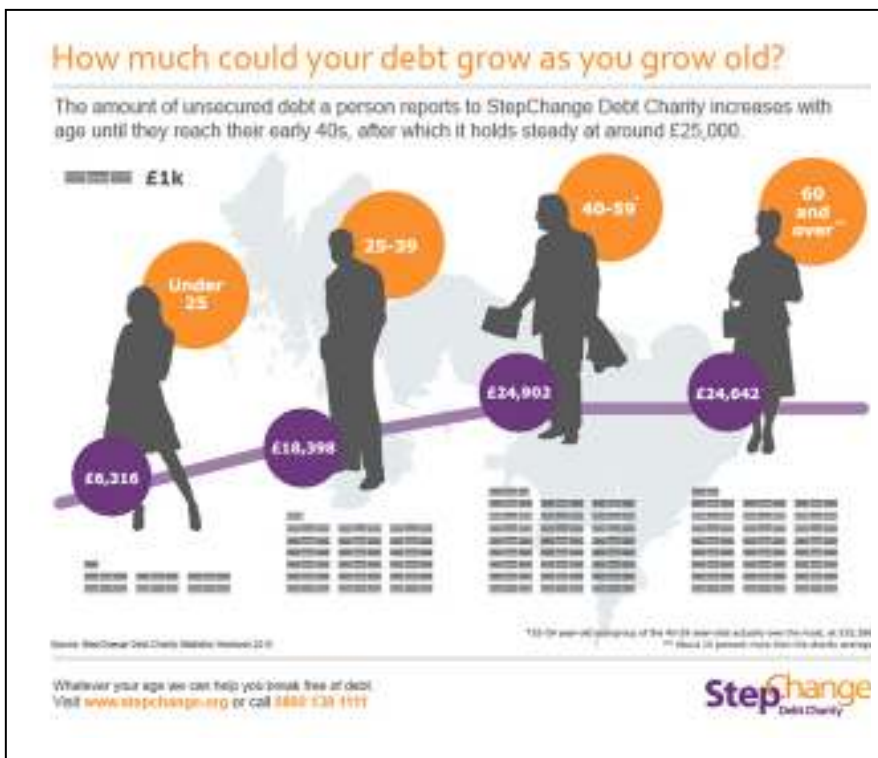
Exemplar Stimulus Material (1)

Borrowing should be banned

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

- Large purchases would not be possible without access to mortgages or business start-up loans.
- Young people would not be able to pay for a university education.
- Many people take out loans they cannot afford for holidays or Christmas.
- Borrowing money from family or friends is not the same as borrowing from a bank or money lender.

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



Tuition Fee Loan

UK or EU full-time or part-time students can apply for a Tuition Fee Loan.

The loan is paid directly to your university or college. You have to pay it back.

Full or part-time student	Tuition Fee Loan
Full-time	Up to £9,000
Full-time at a private university or college	Up to £6,000
Part-time	Up to £6,750
Part-time at a private university or college	Up to £4,500

UK Government

"Annual income twenty pounds, annual expenditure nineteen pounds nineteen and six, result happiness. Annual income twenty pounds, annual expenditure twenty pounds nought and six, result misery."

David Copperfield by Charles Dickens

Neither a borrower nor a lender be,
 For loan oft loses both itself and friend,
 And borrowing dulls the edge of husbandry.

Shakespeare's *Hamlet*

Borrowing money allows you to make financial moves before you have amassed the resources to buy something for cash. In the short term, this allows you to enjoy an experience or possession sooner than you would otherwise. In the long term, it's possible to leverage the power of that money in order to make a profit--such as investing money from a business loan into an enterprise that becomes popular. This access to money for investing is a core part of many entrepreneurial plans.

http://www.ehow.com/info_8052886_effects-borrowing-money.html

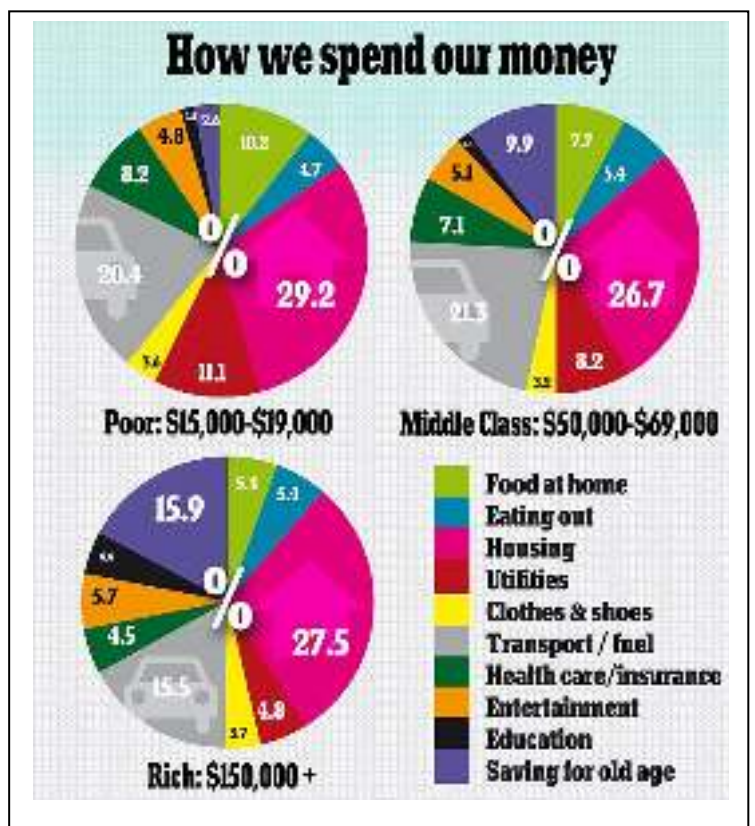
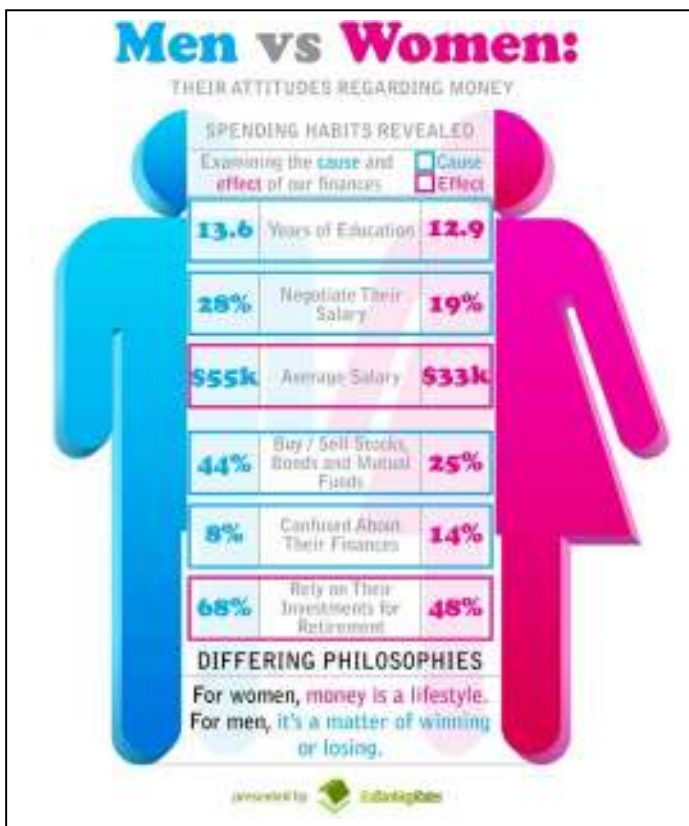
Exemplar Stimulus Material (2)

Money is the root of all evil

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

- The pursuit of money makes people unhappy.
- Working too hard means that family and friends get neglected.
- Society is obsessed with celebrities and their unaffordable lifestyle which many try to copy.
- 1% of the population own more wealth than the other 99% of the world's population put together.

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



People usually have this belief that money has destroyed societies and mankind and therefore it is the root of all evil. I disagree because it's not the money but the person who uses it. There are rich people who are doing a lot for their communities. And let's just say even if we get rid of all the money, I am sure human beings will find something else to use in order to get what they want? It's the character and the attitude that encourages a man to do what he does with his money and not the other way round.

Online blogger

This planet has — or rather had — a problem, which was this: most of the people living on it were unhappy for pretty much of the time. Many solutions were suggested for this problem, but most of these were largely concerned with the movements of small green pieces of paper, which is odd because on the whole it wasn't the small green pieces of paper that were unhappy.

Douglas Adams, *The Hitchhiker's Guide to the Galaxy*