

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.

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.

For both Oracy tasks, pupils will be assessed for their **register, grammatical accuracy and range of sentence structures**. This assessment will make up 50% of the total marks available for each Oracy assessment; therefore it is vital that pupils have practice in this area before formal assessment opportunities take place.

Below are some areas of focus that pupils should be prepared with throughout the delivery of the course to ensure that there are aware of these criteria.

Subjectivity and Objectivity

When make personal or emotive points, pupils may feel that subjectivity is an appropriate choice as part of their register to engage the audience. However, when dealing with facts, statistics or aiming to deliver a more detached point of view, to highlight that these ideas are commonly held or evidenced to be true, pupils may choose to be more objective.

Knowledge of how to employ the active and passive voice in their talk will help differentiate these points. Pupils could be given the table below to complete and then discuss the different effects when active or passive is used.

Active	Passive
I strongly believe that money is the root of all evil.	
From my own personal experience, I know that money makes the world go round.	
	Many of the world's problems have been caused by greed.
My mother has selflessly saved every spare penny she can to fund my university degree.	
	The global economy has been hit hard by the 2007 financial crisis.
	The trust in banks has been destroyed by the disregard bankers show for other people's money.
The world's government see the pursuit of profit as vitally important.	
	Loans cannot be repaid by millions of people in the UK.

Using Connectives

Pupils will need to ensure that, as in their writing, that ideas are clearly linked and developed. Connectives are highly useful in providing a logical sequence and structure. Pupils should have plenty of practice in advance of formal assessment opportunities to experiment with using connectives for different purposes.

The lists below give some organisation of the purposes of different connectives. These could be given to pupils for them to sort into the categories to further their understanding of how to use these. Pupils could also try to identify which types of connectives could be more suitable to presentations and to discussions.

Cause and effect

Because
So
Due to
Consequently
As a result
This caused
Hence
Therefore

Contrasting

However
Although
Yet
Despite this
Instead
Whereas
While/whilst
On the contrary

Giving examples

For example
For instance
As is evidenced by
Such as
Take the case of
As can be seen in
As is shown by
This can be proven by

Showing sequence

Firstly
In the first instance
Secondly
Finally
In conclusion
Furthermore
In addition
Another consideration may be

Comparing

Similarly
Equally
Likewise
As with
As well as
Also
In comparison with
In the same way

Concluding

In conclusion
In summary
Overall
On the whole
To conclude
Finally
As has been noted
Thus

Formal and informal speech

Pupils will need to identify situations when formal speech is required and be fully prepared to make appropriate choices as to the language they use. Exercises such as the one below where pupils should think of more formal alternatives to informal words and phrases could help if these choices are then applied regularly in practice tasks. Pupils should be encouraged to list as many alternatives as they can think of.

Informal	Formal
I reckon that it's right.	
Say	
Loads of	
To make a long story short	
Find out	
Point out	
Show	
In a nutshell	
Ask	
Don't	

Building on what others say

For the group discussion, and in responding to questions in the presentation, pupils will need to show that they can build on what others say. In the group discussion this would take them form of identifying the key points a speaker is making and then furthering their view or challenging them.

In order to do this pupils must be perceptive listeners. To practise this skill pupils could have experience of listening to a variety of spoken texts from which they make notes on the main points or arguments and then contrast a counter-argument or a series of points that develop the original speaker's ideas. There are many different kinds of talks available via the Internet but the TED talks also provide high-quality speaking models for pupils to analyse and emulate.

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.

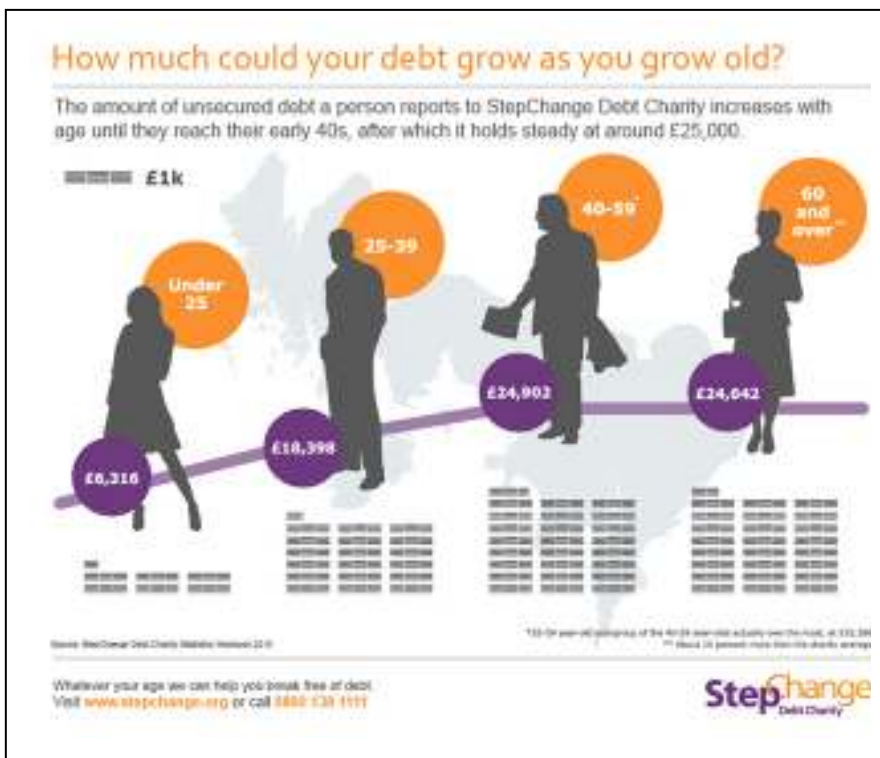
Exemplar Stimulus Material (1)

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

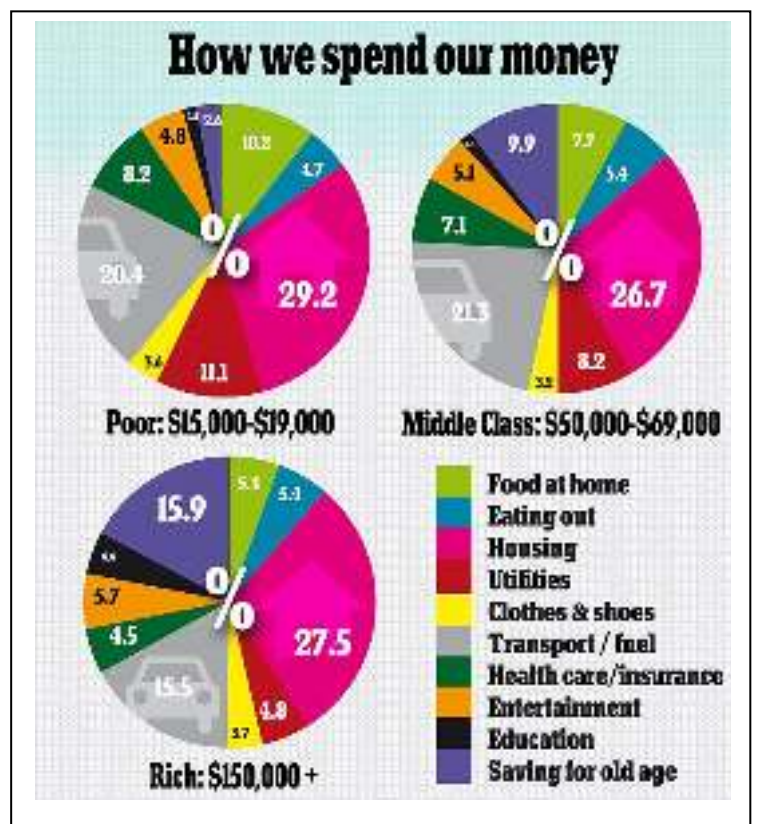
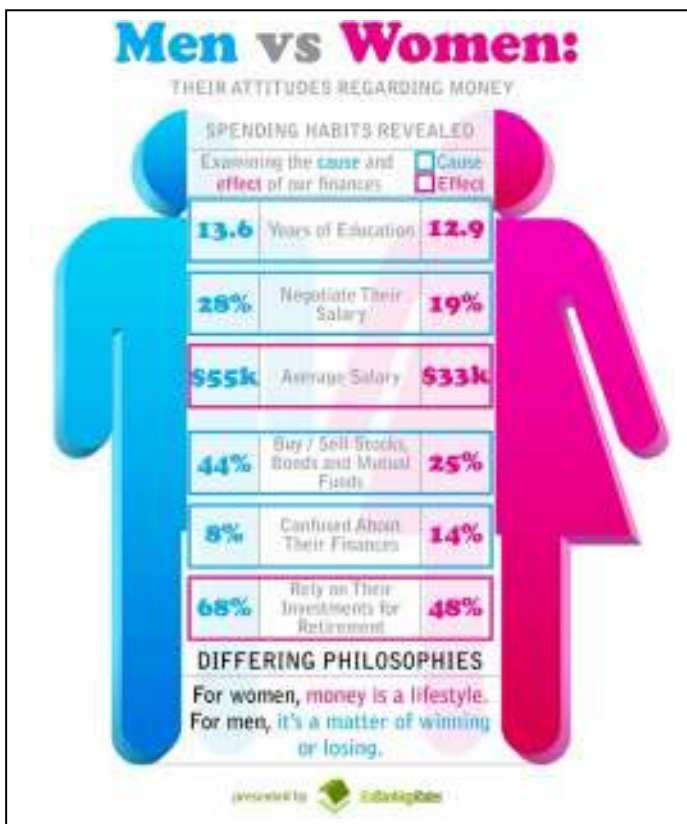
Exemplar Stimulus Material (2)

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*