

Speaking & Listening

Group Discussions - Life Skills

GCSE
English
Language

Group Discussion

“Young people leave school with too much academic and not enough essential skills to live independently.”

Steven

Level 5 - Mark 18

- Steven is chairman in the discussion and makes a confident start
- He moves the discussion forward, encouraging interaction
- He sustains concentrated listening: “Do any of you think...?”
- He shapes the direction of talk: “What do you want to do about it...?”
- He shows understanding of complex ideas through interrogating what is said: “Do you think that parents can be expected...?”
- He synthesizes the points made by others and shapes the direction of talk and sums up effectively
- He begins to show an ability to interrogate

Rhea

Level 4 Mark 16

- Rhea sustains concentrated listening and begins to show understanding of complex ideas: “So what you’re going to do if you become a biologist or a chemist...”
- She challenges what is said: “Should we have to...?”
- She develops ideas and sustains discussion
- She demonstrates the ability to resolve complex ideas: “clearly there needs to be a balance”
- She reflects on others’ ideas: “I don’t think students our age realise the importance of these things”

Lucy

Level 4 Mark 16

- Lucy responds purposefully to the task
- She asks apt questions and challenges: “Should the school really be responsible...?”
- She analyses and reflects on others’ ideas to clarify issues and to develop the discussion: “...but what classes could you actually put that into?”

- She helps structure the discussion through purposeful contributions: “Should time be taken out of HE to learn how to cook...?”
- Evidence of heavy reliance on anecdotes

Jonny

Level 4 Mark 15

- Jonny develops and responds in thoughtful and considerate ways: “and that’s what I think the problem is”, “I honestly think maturity has a great deal to do with it”
- He helps structure the discussion through purposeful contributions by clarifying issues: “we could introduce things such as a lifestyle skills class” and introducing points such as: university, being able to budget; clarifies issues
- He makes an early challenge in response to Rhea: “our subjects in total set up a framework...”, and then later: “a lot of weight on the person’s shoulders...”

Victoria

Level 4 Mark 14

- Victoria begins with a challenge in response to what she has heard and responds thoughtfully, clarifying issues: “I don’t think that we learn how to cope with living independently” and later “a lot of children...that don’t actually have parents and are living in foster care...and their parents can’t exactly help them”
- She makes fewer contributions than other participants but analyses and reflects on what is said: “But I also think that as we progress...”
- Her points were not always useful or constructive: “we learn all these things that we need to do in our exams but then we never put them to use outside of school...”

Robbie

Level 3 Mark 12

- Robbie listens closely and attentively and engages with what is heard through some perceptive responses and some significant contributions
- He reflects on others’ ideas: “going back to that point about university...”
- He is beginning to challenge: “you can’t also just blame schools for not teaching us how to pay bills because our parents are also responsible for teaching us how to do things like that”, “in Maths you’re taught how to apply it to real life situations”, “What about the people who leave school...?”
- His contributions are made mostly towards the end of the discussion

