

Royal School, Dungannon



Speaking & Listening

GCSE
English
Language

Royal School, Dungannon

Emma, Cathy, Amy, Owyn, Luke, Charlie (not assessed)

Group 1 – ‘Issues Facing Young People Today’

Amy – Chairperson

Level 4 – Mark 15

- Amy helps to both chair and structure the discussion: “Does anyone want to comment?”, “Do you want to expand on this?”, “Does anyone want to change the topic?”
- She analyses and reflects on others’ ideas to clarify issues and develops the discussion.
- She speaks in extended/compound sentences. For example, when she introduces the idea that young people are growing up too fast, she uses relevant, anecdotal examples to engage the others.

She is not Level 5 because she does not ‘show understanding of complex issues through interrogating what is said.’ She could make more use of research/statistics to show complexity and to challenge assumptions.

Owyn

Level 4 – Mark 13

- Owyn develops and responds to what he hears in thoughtful and considerate ways.
- He analyses and reflects on others’ ideas to clarify issues and develop the discussion. He develops the point on religion by bringing in the issue of Muslims.
- He shows evidence of research to support his opinions: “Mayor of London, Mayor of Sheffield, Mayor of...”.
- Further use of statistics/facts: “The Olympics in Rio de Janeiro...decided to spend £750m and these buildings are not even being used anymore.”
- He helps to structure the discussion by introducing the idea of poverty: “I feel that poverty is a much more important issue...”.
- He demonstrates the beginning of challenge 5m9s but this is implied rather than direct.

Cathy

Level 3 – Mark 11

- Cathy listens closely and attentively, engaging with what is heard through some perceptive responses - “I also think that our Government forgets about the people who are homeless in our country” and challenges - “but I think the poverty here is not as bad as in other countries?” but these are not sustained sufficiently to merit a mark at level 4.

Luke

Level 2 – Mark 8

- Luke responds positively to what others say. He refers to “taxi drivers who are Muslims”.
- He makes specific contributions and is able to develop some points made by others. He comments on the ‘materialism of young people’.
- He often needs to be asked direct questions to participate BUT there are some occasions where he is able to develop ideas further (13m25s):
“Young people are more into their phones and xBoxes”.
“Young people don’t really care about anyone else anymore”.

Similar to Emma, he is not Level 3 because he does not make ‘significant contributions’ to the discussion.

Emma

Level 2 – Mark = 7

- Lengthy contribution at the beginning (1m30s). During this she quotes statistics to support her points:
“out of 389 of the athletes tested, 271 were allowed to compete.”;
“over 66% of young people over 15 have used alcohol already”.
- She then sits back and listens to the discussion and only responds to a direct question from Amy at 7m19s.
- This ‘specific and relevant contribution’ supports the point that Amy has made about poverty, by developing it in her own words.

Emma says very little after her initial contribution which means that she cannot access Level 3 as she has not made ‘significant contributions that move the discussion forward’.

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