

St. Joseph's High School,
Coalisland



Speaking & Listening

GCSE
English
Language

St. Joseph's High School, Coalisland

Kerri, Hannah, Niamh H, Emma, Aine, Niamh

Group 2 – 'Are Celebrities Today Good Role Models?'

Emma

Level 4 Mark 16

- Interrogates what is said.
- Develops ideas and challenges assumptions. Referring to Ariana Grande's offer to pay for the funerals, she says, "Do you not think that did that because of her guilty conscience?"(10m56s). Reference to her "prancing about in nearly nothing..." (11m13s).
- Shapes direction and content of talk - "What's the difference between her (MC) and Ariana?" (15m30s).
- Analyses and reflects - reference to Bill Gates, "He just proves to me that if you work hard.." (12m54s).
- Challenges what she hears - "Sorry to interrupt...", "Do you not think that she would have to fit the standard of a celebrity?" (2m30s).
- Shows understanding of complex ideas - reference to the contrasting images of Hannah Montana Vs Miley Cyrus (17m59s).
- Responds with flexibility and confidence in the second half, helping to shape the discussion and challenge assumptions.

To be Level 5, she needs to be more involved right from the beginning.

Aine

Level 4 Mark 16

- Helps structure discussion - "Do you think there are any Kardashians that are a good role model?" (2m04s)
- Analyses and reflects - reference to the Pope, "He's with gay marriage...".
- Challenges, develops and responds. Reference to Ariana Grande, "Do you think (she) was a good role model before (paying for the funerals) or (was) she a good role model before that?" (10m30s).

- Develops the discussion and helps to move it along through purposeful contribution.
- Helps to clarify issues.

At times her contributions lack fluency e.g. Miley Cyrus.

Hannah

Level 4 Mark 15

- Engages with what is heard, perceptive responses - “Has she any experience of bullying?”
- Challenges, develops and responds - “Do you think she was vulnerable to the Hollywood standard?” (1m16s), “Do you think it was her fault that she got lip injections?” (1m46s)
- Analyses and reflects - “Sex sells...” (15m52s).
- Develops and responds to what she hears - reference to parents and role models (19m59s).
- Could expand and develop her points more fully. At times, she leaves them unfinished, “It was more a performance aspect...” (11m54s) but certainly finishes strongly with her point about role models.

Niamh H - Chairperson

Level 4 Mark 14

- Challenges, develops and responds - reference to K. Jenner, “She was the victim of trolling...” (3m43s). Reference to Wayne Rooney, “That sort of thing gives him the OK...”(18m14s).
- Analyses and reflects on others’ ideas - “As we all know, boys are not as open with their feelings...” (4m57s).
- Purposeful contributions - uses research to back up her points in reference to Cork Camogie (3m43s).
- Engages with others’ ideas - reference to Ellen DeGeneres.
- She doesn’t always maintain her control of the discussion as Chairperson.

Niamh H

Level 4 Mark 13

- Analyses and reflects - “On that note, who do you see as a good role model?”(5m40s).
- Develops the discussion.

- Analyses and reflects - reference to the Pope, “He also speaks worldwide to everyone...” (7m15s).
- Challenges - “With respect...” (18m58s).

Kerri

Level 3 Mark 12

- Engages through perceptive responses - “There is a lot of stigma around mental health...”.
- Makes specific contributions - reference to Ariana Grande (10m09s).
- Engages with others’ ideas.

She needs to make more consistent challenges to access marks in Level 4.

Also, she tends to present/repeat information rather than developing points. She summarises rather than synthesising.

Role Play scenario

Job Interview for a Supervalu.

Hannah

Level 3 Mark 11

- Uses appropriate language but there is an initial hesitation.
- Well prepared/researched.
- Positive throughout - “I’m very good at persuading them...”, “I can bring a very nice rapport with customers...”.
- Adapts her qualifications well to the needs of the job - “I have an English GCSE which means that I’m very good at communicating...”, “I have an ICT GCSE which means that I can do spreadsheets...”.
- Some appropriate body language – nods, makes eye contact, uses hands.

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