

Royal School, Dungannon



# Speaking & Listening

**GCSE**  
English  
Language

# Royal School, Dungannon

Sarah, Jack, Josh, Zoe, Rebecca, Damien

## Group 2 – ‘Raising the Driving Age to 21 yrs old’

### Sarah – Driving Instructor

#### Level 4 Mark 14

- Challenges others – *“I do agree that there needs to be changes but...I think what we need to do is to introduce more safe driving lessons.”* She then goes onto to develop this by giving examples.
- She challenges Zoe even when Zoe is explaining how her daughter had been killed: *“but it could’ve been an adult driving?”*
- Her challenges are demonstrated consistently throughout the discussion.
- She analyses and reflects on what others say.

### Josh – Government Spokesperson & Chair

#### Level 4 Mark 13

- Listens closely and engages through perceptive responses: *“The government has tried to prevent accidents...”* He then develops this by saying how.
- He fulfils the role of Chairperson by identifying useful outcomes and helping to structure the discussion by involving others: *“Damien, would you ever have others in your car who are under the influence?”*, *“And Rebecca, would you say that the majority of young people...?”*
- He challenges points made by others.
- In the last 5 minutes he reverts to asking individual direct questions and seems to run out of steam a little.

He is not any higher up in this Level because he does not listen well at times. Instead of responding to Jack’s question about raising the driving age to 21, he ignores it and introduces a new idea about retesting pensioners.

### Jack – Car salesman

#### Level 4 Mark 13

- Challenges the point made by Damien: *“I have a child as well but...”*.
- Challenges Josh on the point about restricting the number of passengers to two on a

night out: *"You can't have a police officer standing beside the car saying that only two people are allowed into it?"*

- He is able to structure the discussion and move it forward: *"Why not raise the drinking age to 21?"*

He is not higher up in this Level because he needs to develop some of his points further.

## Rebecca – PSNI Traffic Officer

### Level 4 Mark 14

- Challenges points made by others: *"but it's not always the driver who's to blame... sometimes it can be the pedestrian."*
- Develops points and analyses points made by others: *"yes but there should be some distinction made on cars regardless of the age of the driver..."*.

She is just into Level 4 because she makes lots of significant points, promotes her point of view and does consistently challenge others. To be higher up in this Level, she needs to identify useful outcomes and help to structure the discussion.

## Zoe – Parent of teenage victim

### Level 3 Mark 11

- Listens closely and attentively and engages with others through perceptive responses.
- She makes significant contributions that move the discussion forward. For example, she makes the point about how her daughter was killed due to the immaturity of a young driver who had too many people in the car.
- She recognises obvious bias from other members of the group and defends her viewpoint with specific evidence.

She is Level 3 because her contributions are 'significant' rather than just 'specific and relevant.'

## Damien – 17 yr old

### Level 3 Mark 9

- Listens closely and attentively.
- Engages with what is heard through some perceptive responses: *"...although there are some people who are stupid and make immature decisions, some of us can drive very well."*
- Makes some significant contributions but not consistently enough to gain access higher marks. He agrees with the idea of retesting.
- At times he offers anecdotal contributions but these are relevant and do help to move the discussion forward.

