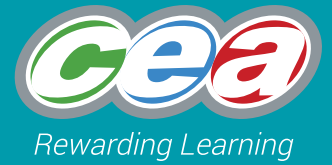


St Colman's College



Speaking & Listening

Group Discussion 6

GCSE
English
Language

St Colman's College

Shea, Ronan, Adam, Padraig, Redmond, Seanan.

Group Discussion 6 – “Young people leave school with too much academic and not enough practical knowledge.”

Shea

Level 3 - Mark 10

- Shea listens closely and attentively, engaging with what is heard through perceptive responses – “Is it the school’s job or the parents?”
- He engages with others’ ideas and feelings, recognising obvious bias or prejudice and referring to precise detail – “I do not believe that it is the secondary/grammar schools’ job or their parents. I think it should be the primary schools...”

As he only speaks 3 times, he does not really make a significant contribution that moves the discussion forward.

Ronan

Level 4 - Mark 15

- Ronan analyses and reflects on others’ ideas to clarify issues and assumptions and develop the discussion – “There is so much on the academic syllabus that there isn’t time for anything else.”
- He challenges, develops and responds to what he hears in thoughtful and considerate ways – “It’s easy for us to say but when you’re in Year 8...a lot of people have never taken public transport before.”
- He agrees that school can help with mental health but then challenges saying – “I believe that school could do more...tips and tricks other than the 10k steps...it could teach pupils to take regular breaks.”

Adam

Level 4 - Mark 13

- Adam challenges, develops and responds to what he hears in thoughtful and considerate ways – “You are focusing too much on the practical side of things whereas at the end of the day...it’s your academic results that determine if you get into university...”
- He analyses and reflects on others’ ideas to clarify issues and assumptions and develop the discussion – “I think parents could take a lot more responsibility to teach us these things...”

- He helps to structure the discussion through purposeful contributions as he introduces the idea of DIY – “This could go a long way to combating the practical side of things...”

Padraig

Level 5 - Mark 17

We see the beginning of interrogation skills.

- Padraig challenges, develops and responds to what he hears in thoughtful and considerate ways – “I have to disagree with you there, I think school is made to nurture those skills people may have...English/Maths/Drama”. He extends this challenge to the point of interrogating. He also challenges Redmond’s point about former pupils coming into school to talk to other pupils – he points out the logistics associated with this.
- He helps to structure the discussion through purposeful contributions – “I feel that we’ve talked a lot about things...but what practical skills do you think a school should be teaching?”, “Now we’ve talked a lot about the buses...I think mental health is a huge thing that should be talked about.”

Redmond

Level 4 - Mark 15

- Redmond analyses and reflects on Padraig’s opening statement – “Personally I believe now that if I was sent out into the workspace or uni, I would be thrown in at the deep end.”
- He challenges, develops and responds to what he hears in thoughtful and considerate ways – “I can see where you’re coming from but I have to disagree – the role of school is to grow and nurture these students”, “It’s transferable knowledge that people can use going forward.”
- He helps to structure the discussion through purposeful contributions as he introduces the influence of Richard Branson.

Seanan

Level 5 - Mark 18

- Seanan challenges, develops and responds to what he hears in thoughtful and considerate ways – “Raising awareness has done no good for them, it doesn’t help them deal with it” and the point about Richard Branson – “School’s not here to teach you to be a billionaire... the school’s purpose is to set us up for a steady, sustainable life.”
- He introduces some complex ideas such as leasing a car – “Numbers and percentages like APR%. What even is a mortgage? What does an interest rate mean?”

