

GCSE



WJEC GCSE in
ENGLISH LANGUAGE

UNIT 1: ORACY TASKS

Guidelines for non-examination assessment

2017 Assessment Opportunities



Task 1 – Individual Researched Presentation

Task setting

For this task, candidates should have the opportunity to participate individually, by presenting information on any aspect or aspects relating to **one** of the following themes:

1. Wales
2. Leisure
3. The World of Work
4. The World of Science / Technology
5. Citizenship

Preparation Period

Candidates are required to present information which they have prepared beforehand on any aspect or aspects relating to the themes listed above.

- Candidates should be given one week to prepare for the task beforehand.
- During this period, candidates can work under limited supervision and research a subject by using the web, reading newspapers / magazines / reference books / leaflets, listening to television programmes or asking others questions.
- Teachers can offer guidance and general advice to candidates about undertaking the task.

Task taking

- Candidates may use objects or images only as aids when presenting information on their chosen subject.
- Candidates may use short bullet points which include statistics, facts, examples and relevant quotations.
- Information technology such as PowerPoint may be used, only as a resource to facilitate the presentation. **It must be emphasised that this is not a reading task, but rather an oral presentation prepared by the candidate.**
- Teachers should retain any bullet points or PowerPoint presentations at the end of the presentation.
- Only at the end of the presentation, are other candidates allowed to ask some questions.
- An individual researched presentation will last between five to seven minutes, including responding to any questions from the audience.

The role of the teacher

During the candidate's **individual researched presentation**, the teacher should:

- give the candidate an opportunity to do the presentation independently
- ensure that the candidate does not read his/her presentation
- interrupt or prompt **only** when necessary
- manage questions put to the candidate.

Task marking

- The teacher should mark the oral task out of a total of **40**.
- Candidates should be assessed by a teacher either directly at the time of the response or by viewing / listening to an electronic recording of a candidate's response. Reference should be made to the criteria to place a candidate's response in the appropriate band area.
- The mark awarded out of **40** should represent a candidate's presentation and also the responses to questions and feedback.
- Candidates' language and self-expression will be assessed in the task. Half of the marks will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.

Task 2 – Responding and Interacting (group discussion)

Candidates (in groups of three or four) are expected to discuss the issue from one of the three stimulus materials.

Task setting

- WJEC will provide a choice of three stimulus materials from September 2016 on the secure website, and the link to this is available on the general website subject page. The stimulus material can be found at <https://www.wjecservices.co.uk/default.asp> by clicking on Resources PDF Download > Controlled Assessment Materials > GCSE English / English Language / English Literature > 3700U10-1 GCSE English Language (for entry in 2017) - Unit 1 Oracy - Task 2.
- Written and/or visual stimuli will be provided. These stimuli should be used only to initiate a discussion, and reference could be made to other relevant matters which are not mentioned in the presented material.

Preparation Period

- Candidates should be given one week to prepare for the task beforehand.
- During this period, candidates can work under limited supervision and research a subject by using the web, reading newspapers / magazines or listening to the news.
- Teachers can offer guidance and general advice to candidates.
- Candidates are not permitted to remove stimulus material from the centre.
- The work of individual candidates may be informed at the preparation stage by working with others, for example in discussion groups and role-play activities, but in the assessment session each candidate must provide responses sufficient to be assessed individually.

Task taking

- Candidates should complete all work under formal supervision.
- Candidates should discuss their given subject and express their personal opinion. They should be allowed to do so fairly independently, although some intervention may be necessary to move the discussion forward.
- No scripting of the discussion is allowed – it should be a natural discussion. It must be emphasised that this is not a reading task.
- The discussion should take around ten minutes.

The role of the teacher

During the **group discussion** the teacher should **give the group an opportunity to discuss fairly independently**.

If necessary, the teacher should:

- stimulate discussion
- encourage a change of direction for the discussion
- ask a candidate to provide evidence to corroborate ideas or develop an argument
- ensure that all candidates are given an opportunity to respond.

Teacher support should be limited to explanation of tasks, details of which should be recorded as part of the assessment. If teacher intervention is used, for example to prompt a learner, this should also be noted and taken into consideration when the assessment is made.

Task marking

- Teachers should mark the task out of a total of **40**.
- Candidates should be assessed by a teacher either directly at the time of the response or by listening to an electronic recording of a candidate's response. Reference should be made to the criteria to place a candidate's response in the appropriate band area.
- Candidates' language and self-expression will be assessed in the task. Half of the marks will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.

Record of Assessment

A record of assessment for both tasks should be made on a record keeping mark sheet for each candidate (GCSE Eng Lang Unit 1).

Recording

Centres must record all of the individuals / groups assessed.

It is important that the quality of the recording is clear, and that it doesn't impair on the assessment in any way. It is recommended that the recording equipment is tested beforehand, so that the teacher is aware of the sound level.

The following information should be noted at the beginning of each recording:

Unit 1 Oracy Task 1: Individual Researched Presentation / Task 2: Responding and Interacting 2017:

- date of the recording
- centre name and number
- candidate's name and number
- theme and topic of the presentation/chosen task for group discussion.

It is important for the teacher conducting the test to introduce the members of the group by their names before commencing, so that each candidate's voice can be clearly identified e.g. Candidate 9000, John Davies; "Good Morning, John..."

It is very important that the label on the CD / DVD cover or memory stick specifies the centre number as well as the unit code – 3700U1.

Audio tracks on the CD / DVD / memory stick should be clearly named with centre number, candidates' names and numbers.

Reliable antivirus software must be on the computer before downloading the audio tracks on the CD / DVD / memory stick.

It is recommended that centres use mp3 for audio files and mp4 for audio-visual files.

Internal Moderation Procedures

To ensure that the standard of assessment is consistent across all teaching groups, centres must carry out thorough internal standardisation.

Opportunities must be provided to regularly exchange work and discuss criteria. Centres must standardise assessments across different teachers and teaching groups. One person must be responsible for the centre's internal standardisation procedure. Internal moderation must occur prior to submitting marks to WJEC.

Moderation Sample

Further details on administrative procedures for the sampling process will be released closer to the submission date deadline.

TASK 1: Individual Researched Presentation

	<i>Content and organisation</i>	<i>Register, grammatical accuracy and range of sentence structures</i>
Band 5	<p>17-20 marks</p> <ul style="list-style-type: none"> Information and ideas are presented (including different aspects of the topic) coherently and effectively and show perceptiveness in interpretation Highlight priorities and essential detail when analysing and evaluating complex and demanding information Talk is consciously constructed to engage and affect the audience 	<p>17-20 marks</p> <ul style="list-style-type: none"> Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning Select register wholly suited to the task and audience Very secure command of grammar Appropriate and effective variation of sentence structures Control of tense and agreement is totally secure
Band 4	<p>13-16 marks</p> <ul style="list-style-type: none"> Confidently convey and interpret information and ideas (including some aspects of the topic) emphasising significant points and issues Explain ideas in detail and with appropriate analysis and evaluation Adapt and organise talk skilfully to meet the needs of the audience 	<p>13-16 marks</p> <ul style="list-style-type: none"> Use wide range of vocabulary with precision Use appropriate register consistently for task and audience Secure command of grammar Sentence structure is varied to achieve particular effects Control of tense and agreement is secure
Band 3	<p>9-12 marks</p> <ul style="list-style-type: none"> Effectively communicate information and ideas (including more than one aspect of the topic) and refer to significant issues Explain relevant details with some analysis and evaluation Some clarity in the organisation of the talk, with an understanding of the needs of the audience 	<p>9-12 marks</p> <ul style="list-style-type: none"> Use a good range of vocabulary with some precision Show awareness of appropriate use of register for task and audience Mostly consistent command of grammar Sentence structures are varied Control of tense and agreement is mostly secure
Band 2	<p>5-8 marks</p> <ul style="list-style-type: none"> Convey straightforward information and ideas (primarily one aspect of the topic) Convey some significant details Some attempt to structure talk to meet the needs of the audience 	<p>5-8 marks</p> <ul style="list-style-type: none"> Use some range of vocabulary Show some awareness of appropriate use of register for task and audience Command of grammar is inconsistent There is some variety in sentence structure Control of tense and agreement is generally secure
Band 1	<p>1-4 marks</p> <ul style="list-style-type: none"> Briefly express some information and/or ideas Convey simple details with some encouragement Some awareness of the audience 	<p>1-4 marks</p> <ul style="list-style-type: none"> Limited range of vocabulary Limited command of grammar Limited range of sentence structures Control of tense and agreement is limited
0 marks	Nothing worthy of credit	

In this task it is expected that candidates demonstrate verbal reasoning skills. 'Verbal reasoning' often refers to more complex thinking tasks such as analytical, synthesis, and evaluation solving problems through reasoning with words and language.

TASK 2: Responding and Interacting (Group Discussion)

	<i>Content and organisation</i>	<i>Register, grammatical accuracy and range of sentence structures</i>
Band 5	<p>17-20 marks</p> <ul style="list-style-type: none"> • Mature and perceptive contributions throughout the discussion • Extensive discussion with appropriate evidence to support views • Sustain concentrated listening, showing understanding of complex ideas through perceptive interrogation to shape the direction of the discussion • Consider carefully the viewpoints of others and respond skilfully and sensitively • Develop ideas to illuminate discussion, expanding and summarising when necessary 	<p>17-20 marks</p> <ul style="list-style-type: none"> • Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning • Select register wholly suited to the task and audience • Very secure command of grammar • Appropriate and effective variation of sentence structures • Control of tense and agreement is totally secure
Band 4	<p>13-16 marks</p> <ul style="list-style-type: none"> • Confident, purposeful contributions across the discussion • Discuss in detail while expressing opinions clearly, citing evidence to support views • Challenge, develop and respond to what they hear in considerate ways, seeking clarification through apt questions • Respond appropriately to the viewpoints of others • Develop ideas to sustain and promote discussion, showing some ability to expand and summarise ideas 	<p>13-16 marks</p> <ul style="list-style-type: none"> • Use wide range of vocabulary with precision • Use appropriate register consistently for task and audience • Secure command of grammar • Sentence structure is varied to achieve particular effects • Control of tense and agreement is secure
Band 3	<p>9-12 marks</p> <ul style="list-style-type: none"> • Make significant contributions that move discussions forward • Discuss opinions in some detail, citing relevant evidence • Listen closely and attentively, engaging with what is heard through thoughtful responses • Engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail • Develop main ideas in the discussion 	<p>9-12 marks</p> <ul style="list-style-type: none"> • Use a good range of vocabulary with some precision • Show awareness of appropriate use of register for task and audience • Mostly consistent command of grammar • Sentence structures are varied • Control of tense and agreement is mostly secure
Band 2	<p>5-8 marks</p> <ul style="list-style-type: none"> • Make specific, relevant contributions to discussion • Discuss and express opinions at key points • Respond positively to what they hear, including requests for explanation and further detail • Allow others to express ideas or points of view that may differ from their own and respond appropriately • Some development of significant ideas in the discussion 	<p>5-8 marks</p> <ul style="list-style-type: none"> • Use some range of vocabulary • Show some awareness of appropriate use of register for task and audience • Command of grammar is inconsistent • There is some variety in sentence structure • Control of tense and agreement is generally secure
Band 1	<p>1-4 marks</p> <ul style="list-style-type: none"> • Make brief, occasional contributions and general statements in discussion • Express short and simple opinions • Respond to what they hear, showing some interest • Follow central ideas and possibilities in the discussion and raise straightforward questions • Attempts to develop personal opinions in the discussion 	<p>1-4 marks</p> <ul style="list-style-type: none"> • Limited range of vocabulary • Limited command of grammar • Limited range of sentence structures • Control of tense and agreement is limited
0 marks	Nothing worthy of credit	