

GCSE ENGLISH LANGUAGE FOR TEACHING FROM 2015

CPD AUTUMN 2017

UNIT 1 - ORACY

GCSE ENGLISH LANGUAGE IN WALES - Oracy

Record keeping mark sheet

Centre:

Candidate's Name: Lisa

Centre No:

Candidate's No:

Task	
1	Individual Researched Presentation
2	Responding and Interacting (group discussion)

	Date	Description of activity	Teacher comment	Teacher	Moderator
1	19 October 2016	World of work Prepare a presentation to the council arguing the case for Work Experience in Year 10/11 to be allowed to continue/not stopped	Lisa opened by explaining the purpose of her talk and her personal opinions regarding the fact that Year 10/11 students were not going to be allowed to go on work experience. There was some hesitation - nerves played a part - but contributions were well structured and varied - "It's been proven..", "Work experience isn't just about becoming more employable". Presentation was structured, using rhetorical questions and direct address - "You may ask yourselves...", "You may be thinking..." . Emphasised why she felt work experience was important - pushes individuals, proves to employers you are serious about a chosen career, opportunity to decide on a career path etc. Questions handled confidently with constructive suggestions. Tense and agreement secure, range of apt vocabulary employed - embark, disheartened, employable. Band 4 awarded: focused on topic, details appropriate, emphasis on significant details, audience awareness was generally secure. Content sound and appropriate. Notes were brief and referred to briefly as needed.	15 / 20	/ 20
			Content and organisation	15 / 20	/ 20
2	24 January 2017	Votes for 16 year-olds. What do you think?	Register, grammatical accuracy and range of sentence structures Lisa was the only person in her group against the idea of 16 year-olds voting, and this, combined with two strong opponents, made her position in the group more challenging. Opening comments gave initial opinions, and, despite perhaps saying less than others, Lisa challenged points perceptively and this changed the shape and direction of the discussion, for example, talking about how easily teenagers were influenced by social media and how this might be the main source of information. Highlighting that posting comments which might be inaccurate could influence others led to discussing the reliability of newspapers. Lisa considered others' viewpoints sensitively, raising concerns about lack of teaching of politics. She also raised the point that age does not equate to more knowledge and whether those who are older are necessarily more knowledgeable. Low Band 5 was awarded. Very secure grammar and tense usage, wide range of vocabulary. Clear awareness of register and respectful listening, developing comments and significant	15 / 20	/ 20

			points of others. Clear and fluent expression throughout	
			Content and organisation	17 / 20 / 20
			Register, grammatical accuracy and range of sentence structures	17 / 20 / 20
			Final Mark	Final Mark
			64 / 80	/ 80

Declaration by Teacher:
 I confirm that the candidate's work was conducted under the conditions laid out in the specification.

Teacher's signature **Date**

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

	Content and organisation	Register, grammatical accuracy and range of sentence structures
Band 5	17-20 marks <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 	17-20 marks <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	13-16 marks <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 	13-16 marks <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	9-12 marks <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 	9-12 marks <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	5-8 marks <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 	5-8 marks <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	1-4 marks <ul style="list-style-type: none"> Briefly express some information and/or ideas Convey simple details with some encouragement Some awareness of the audience 	1-4 marks <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	17-20 marks <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 	17-20 marks <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	13-16 marks <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 	13-16 marks <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	9-12 marks <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 	9-12 marks <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	5-8 marks <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 	5-8 marks <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	1-4 marks <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 	1-4 marks <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	

Individual Researched Presentations

Sophie – Science and technology: animal testing

<i>Content and organisation</i>	<i>Register, grammatical accuracy and range of sentence structures</i>
Comments	Comments
Band..... Mark.....	Band..... Mark.....

Iwan – Science and technology – wind turbines

<i>Content and organisation</i>	<i>Register, grammatical accuracy and range of sentence structures</i>
Comments	Comments
Band..... Mark.....	Band..... Mark.....

Rhys - Wales

<i>Content and organisation</i>	<i>Register, grammatical accuracy and range of sentence structures</i>
Comments	Comments
Band..... Mark.....	Band..... Mark.....

Responding and interacting (Group Discussion)

Sophie, Rachel, Kieron and Daniel: Graffiti – art or vandalism?

<i>Content and organisation</i>	<i>Register, grammatical accuracy and range of sentence structures</i>
Sophie	Sophie
Band..... Mark.....	Band..... Mark.....

Iwan, Harry and Lydia: Tourism – the new growth industry in Wales?

<i>Content and organisation</i>	<i>Register, grammatical accuracy and range of sentence structures</i>
Iwan	Iwan
Band..... Mark.....	Band..... Mark.....

Tom, Rhys and Sam: Graffiti – art or vandalism?

Rhys		Rhys	
Band.....	Mark.....	Band.....	Mark.....

Notes used by candidates.

Sophie

Is animal testing right?

At first

Them over us – pet

Similar to us, know risks

Cases where has help e.g. HIV

and insulin

Reduce pain

However...don't agree

Kill after use

money put better places

Captivity

A lot fail human trials – 92%

Discovered new ways

Luxury just make look good

Not puppets to do what we want with

Not good enough reasoning

Banned in UK

Iwan

Hello, good afternoon and welcome. I am Iwan

- Here today to talk about wind turbines.
- Make environments look hideous and disturbed local wildlife
- Only said by 10% of world population
- 90% would not protest

Locally wind turbine is highly beneficial as Wales

- Wind speed is averaged at 15 miles per hour
- Windiest part of the UK
- In Wales there currently 498 turbines
- Roughly producing 2 megawatts of power each
- So let's see how much one megawatt can power
- 1 MW can power 1,000 homes
- Each turbine can power 2,000 homes
- Also one turbine can make as much electricity as 16,000 turbines

Now let's talk more local

- Granville Davies farmer in St Harmon
- Considering build a wind turbine
- As electric bill was very high
- Granville went to St Harmon council meeting
- To apply for wind turbine planning
- At first was refused, did not see purpose for the turbine to be built
- Went to second meeting with facts and figures to persuade the councillors
- To gain permission for the turbine to be built
- Turbine built just a few 100 yards from St Harmon Road
- Perfect place as no trees or local wildlife to be disturbed

Wind turbines only cover a small surface area meaning....

- Farmers can easily cultivate land around them
- Farm animals can not do harm to the wind turbine
- As it is very sturdy
- Check every 2 months
- Granville's turbine has not broken down once
- He said the turbine has reduced his electricity bill dramatically and has also made him money
- Made him because the electric not being used by Granville sent to the national grid

Now Byron Jones Pant-y-Dwr was looking in to investing into a wind turbine

- For chicken shed
- His chicken shed has 12,000 birds
- Requires a lot of power
- Fans running 24 hours and constant rolling of egg trays
- Applied for a wind turbine to be built on his land near the chicken shed
- Byron had a meeting with bowler energy to talk terms over the wind turbine
- Bowler energy sent assessor out to assess the point where the shed is
- Assessor said that there was no sufficient place to have a turbine

Now let's talk less locally to us, and more locally to Wales

- Biggest offshore wind farm in Wales is Gwynt y Mor
- Also second largest wind farm in the world
- Gwynt y Mor is directly north of Wales' coast
- 11 miles of shore and can not be seen from the shore
- Gwynt y Mor has 160 turbines
- All producing 3.6 Megawatts
- Can power 400,000 homes
- Or 30% of Wales's homes

Over wind turbine is a huge benefit to our area

- And Wales
- Wales is a great country for investor across the world to build turbines
- Wales is windiest country in Europe
- Average wind speed of 15 mph
- Giving consistent wind
- And plenty of area to build turbines
- Onshore and offshore
- With many online sources saying Wales is one of the best country to build a turbine

Thanks for listening and good day.

Rhys

Wales isn't just about sheep, mountains and rain

- History
- Landscape
- Music
- Tom Jones – Delilah and other songs
- Sport – WRU – Millennium Stadium
- Football – (Gareth Bale) Cardiff City
- History – 1,440 castles
- 661 castles scattered around Wales
- National anthem (Land of my fathers)
- Welsh landscape
- Famous daffodil and coal mining
- I am very proud to be Welsh

Alex

1. Introduction – question, my answer
2. Our future – changing our lives
3. Old people – affecting our lives, more knowledge
4. Complaining to young – add to school
5. Career choice at young age
6. People will disagree but it's worth a try
7. Make votes even and intense
8. Not just 16, everyone 16+
9. Adults take it as a joke as well
10. Leaving EU has affected our future
11. Makes families closer
12. Conclusion

Lisa

- Good morning
 - Introduction
 - My viewpoint
-
- Important
 - Young people – more successful (fact)
 - Shows motivation – done homework
 - Understanding your own strengths and weaknesses
 - Way of exploring different jobs without commitment
-
- Benefits
 - Learn more
 - Passion – chosen career paths, started to embark on the journey that you need to take
 - Skills – highlights areas to work on
 - Find a new passion
 - Pushes you to do something new
-
- Personal development
 - Skills help on personal development path
 - Introduces you to a full time job – world of work
 - Gives you an insight, like it or not?
-
- Counter argument
 - Year 10 and 11 too young, no insurance – health and safety
 - We have been disheartened and not able to do work experience
-
- Conclusion
 - I hope you enjoyed
 - That I have persuaded you that we should not stop work experience for year 10 and 11
 - Too important

Notes for Group Discussion

Rhys – voting for 16 year olds

- Vote only if you want to
- Elderly will soon pass away.
Going to have to live with their choices
I believe it should be lowered as we don't want to live in a world decided by the old people.
- I would vote for Leanne Wood because she cares about Wales
- Party leader for Plaid Cymru
- To conclude I think it should be lowered to 16
- We are sensible and want to vote

Lisa – Votes for 16 year olds

Maturity

- Misbehaving – not doing school work – forced to do exams not voluntarily doing them
- Drugs, alcohol – gangs on the street
- Waste of a vote

Not interested

- Don't know what they are voting for
- Lack of education
- Too engaged in social media

Brexit

- The difference in the outcome if 16 year-olds could vote
- Should we listen to the older generation

Raising the voting age (21)

- Been in the 'real world'
- Understand why other countries have done it

Conclusion

- What is my final opinion? Have they changed my mind?

Litter – how big a problem is it?

You have one week to prepare for a discussion on this topic.

In your groups, discuss some, or all, of these points:

- litter makes our neighbourhoods look disgusting
- young people are the main culprits when it comes to littering
- a huge amount of time and money is spent by local councils clearing litter
- litter is polluting our beaches and the countryside



This picture shows litter pickers on Snowdon.

Mount Snowdon, the highest point in Wales, has been left in a terrible state by litter louts, says one local resident who was angry when he came across the scene. "The key thing about this particular issue is a lot of people are blaming the cafe and the railway but it's not their fault. It's people who are walking up there to get to the summit. What would be really nice is to try to educate people to take a plastic bag with you and take your rubbish down. It's not rocket science. The more people see it and realise what they are doing is ruining the environment, then perhaps they'll think twice about leaving their rubbish."

Extract from a letter to the South Wales Argus

Due to indifferent politicians and councils that have butchered budgets, many areas of Wales now have even worse littering problems than ever before.

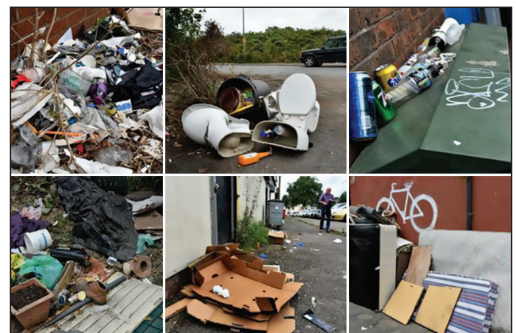
Of course it is because of the large minority of morons that don't care, or are so lazy and arrogant they bizarrely think it is someone else's responsibility to pick their rubbish up, that the problem is so bad in the first place.

Article from the October 2016 Edition of Torfaen Talks

The council is investing in its street cleaning service, and creating five dedicated area-based teams to tackle litter hotspots. The Streetscene teams carry out jobs such as clearing litter and flytipping, emptying bins, grass cutting, shrub and hedge maintenance, and clearing weeds and overgrowth.

Major blitz to tackle Cardiff's litter problem

Cardiff City Council's Love Where You Live campaign aims to keep the streets of the city clean by adopting a zero tolerance approach to littering, introducing neighbourhood blitzes, raising awareness of recycling, educating students and displaying a personal thank you on billboards across the city for those who help clamp down on littering.



Brecon Mountain Rescue Team has posted a video to highlight the importance of rubbish not being dumped in rural locations. The team says litter throughout the neighbouring national park is a problem.

The video shows a helicopter trying to land to assist an injured motorcyclist to hospital and throwing up huge amounts of litter from the ground.

GCSE ENGLISH LANGUAGE IN WALES - Oracy

Record keeping mark sheet

GCSE
Eng Lang

Unit 1

Centre:

Candidate's Name: Lisa

Centre No:

Candidate's No:

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		64 / 80	/ 80

Declaration by Teacher:

I confirm that the candidate's work was conducted under the conditions laid out in the specification.

Teacher's signature

Date



**Qualifications & Assessment
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Your reference / Eich cyfeirnod

Our reference / Ein cyfeirnod

Contact / Cysylltwch â
Guy Melhuish

Date / Dyddiad
Wednesday, 16 August 2017

Dear colleague,

GCSE English Language in Wales Unit 1: Oracy

I would like to remind you that the recordings of Task 1 and Task 2 must be stored securely by your centre. A failure to do so would be in breach of the subject specification and would mean the full process of assessment of the unit, which involves external moderation, could not be completed successfully and may result in the marks achieved by the candidates not being accepted by WJEC. The Instructions for conducting non-examination assessments published by JCQ (Joint Council for Qualifications) provides further details about this. Where a recording has not been stored securely, it is the responsibility of the centre to ensure that a candidate(s) completes new Oracy work.

Should you have any queries on this or any other aspect of the non-examination assessment, please do not hesitate to get in touch.

Yours faithfully,

Guy Melhuish
Subject Officer GCSE English Language (Wales)