

Commentary for Oracy exemplars for CPD October 2017

Individual Researched Presentation

Sophie

Sophie used the topic of 'Science and technology' and spoke on whether she felt testing on animals was right. She made a clear distinction between testing on animals for medical purposes and for cosmetics, giving valid reasons and supporting evidence for each case. Her approach was personal, in that she spoke about her recognition that "I was quite naïve" and explaining that she "came to realise that 92% of drugs....failed human trials". She structured her presentation well and summed up ideas before answering a number of varied and open questions. Her notes were exemplary, comprising brief prompts which she referred to occasionally.

Assessment:

Content and organisation

Sophie was confident in her presentation and provided both information on and evaluation of the topic. She engaged well with her audience, and structured her ideas logically. Her initial presentation was perhaps a little brief, at around three minutes, but her extensive responses to a variety of questions were a positive addition. Sophie was placed at the top of Band 4 with a mark of **16**.

Register, grammatical accuracy and range of sentence structures

Sophie used a variety of sentence structures and a range of apt vocabulary, and her register was appropriate for her audience. There were one or two lapses – "them animals", "there is so many cases" – but these were minor flaws. Sophie was placed at the top of Band 4 with a mark of **16** here.

Sophie's overall mark for this task was **32**.

Daniel

Daniel chose the topic of 'Citizenship' and spoke about whether Wales should have left the EU. He did not have notes but had a clear structure to his Presentation, using key words to lead into comments on areas such as age, businesses, international trade and immigration. His initial Presentation was followed by questions which he answered well with some detail. He perhaps made more general comments and did not necessarily focus specifically on Wales' decision, but also was able to give a personal point of view. He spoke logically with some apt expression, such as highlighting the possible "unstable economy" effect on businesses and the possible damage to "relationships with other countries". His answers to questions were considered and appropriate.

Assessment:

Content and organisation

Daniel effectively communicated his ideas, and explained his point of view clearly. His talk was organised clearly and logically and he spoke appropriately for his audience. Daniel's initial Presentation was a little brief, at around three minutes, but he expanded his ideas with the responses to the varied questions. Daniel was placed at the top of Band 3 with a mark of **12**.

Register, grammatical accuracy and range of sentence structures

Daniel used some range of vocabulary which was suitable for his audience, such as supporting his opinion that staying in the EU was appropriate as "the benefits outweigh the negatives". There was variety of sentence structure which supported the award of a mark of **12** at the top of Band 3.

Daniel's overall mark for this task was **24**.

Iwan

Iwan used the topic 'Science and technology' and based his presentation on the use of wind turbines. The main issue here, as it was an audio recording, was the detail in the notes provided and used by Iwan. These were very close indeed to his Presentation, though in the record provided, it was stated that Iwan 'Clearly maintains eye contact throughout and knows his speech well'. It would be advisable to try and ensure that notes such as these are not used as they are far too detailed and, without the teacher comment, there could be an issue, as it is an audio recording, as to whether these notes were being read or not.

Iwan clearly organised his presentation and used a number of local examples to inform his audience. There was a confidence in his presentation of ideas and information and some attempt to evaluate, particularly in his response to the teacher's question about the impact on tourism. He was a little hesitant here. He used appropriate and varied vocabulary and appeared to engage his audience. It might have been useful to have had one or two more questions to allow Iwan to expand or be challenged on his ideas.

Assessment:

Content and organisation

Iwan was confident and able to emphasise significant points in his Presentation. There was quite a lot of detail and ideas were developed. He was able to respond to a question sensibly and thoughtfully. He was clearly knowledgeable about the topic and he was placed in Band 4 with a mark of **14**.

Register, grammatical accuracy and range of sentence structures

Iwan used a good range of appropriate and ambitious vocabulary in an appropriate way. His register was apt and sentences were varied and used for effect. Grammar was generally secure. Iwan was placed in Band 4 with a mark of **14**.

Iwan's overall mark for this task was **28**.

Rhys

Rhys chose the topic of 'Wales' and used the title 'There's more to Wales than rugby, rain and sheep' as his starting point. He had some brief bullet points as notes. It was not made clear in the teacher comment how reliant on these notes Rhys was. His Presentation was straightforward, giving information on such areas as famous musicians such as Tom Jones, and sporting personalities such as Gareth Bale. There was also some information about rugby, castles and other aspects such as the landscape and mining. Rhys concluded with "I am very proud to be Welsh". Rhys was not asked any questions and his Presentation was brief at under two minutes.

Assessment:

Content and organisation

Rhys conveyed straightforward information about Wales and did try to structure his Presentation. There were some details in his information, but on a fairly simple level. He structured his talk appropriately for his audience. It was felt that Rhys did achieve Band 2 criteria, but at the lower end. He was awarded a mark of **6**.

Register, grammatical accuracy and range of sentence structures

Rhys used a reasonable range of vocabulary and spoke in an appropriate register for his audience. There was some attempt to vary sentences and command of grammar was generally sound. Rhys was placed in Band 2 for this aspect of the task, with a mark of **7**.

Rhys had a total of **13** for this task.

Alex

Alex used the topic of 'Citizenship' and gave a presentation on 'Should 16 year-olds be allowed to vote?'. Alex had brief bullet pointed notes which he referred to occasionally and sensibly. He offered a range of ideas to support the idea of 16 year-olds being allowed to vote and used evidence and logic to contrast the opinions of old and young. There was a clear perspective and he personalised his comments, such as speaking about "our future" and the notion of it making "families closer" and being able to discuss political parties. His initial Presentation was quite brief at around two minutes, but he was able to respond to a number of questions, most of which appeared to be from his teacher, in a considered and succinct way.

Assessment:

Content and organisation

Alex gave a clear and organised Presentation which was appropriate for his audience. He communicated his ideas effectively and made reference to relevant examples to support his ideas and opinions. His Presentation was perhaps a little brief and some responses to questions lacked development. There were aspects of evaluation. Alex was placed in Band 3 for this aspect with a mark of **11**.

Register, grammatical accuracy and range of sentence structures

Alex used appropriate vocabulary and his talk was in an appropriate register for his audience. His sentences showed some variety. Grammar was consistent. Alex was awarded a mark of **11** for this aspect.

Alex had an overall mark of **22** for this task.

Lisa

Lisa chose the topic of the 'World of Work' and was tasked with preparing a presentation to give to the council as to why she believed the opportunity to go on Work Experience in Year 10 or 11 should be allowed to continue/not be stopped. This was presented as an audio recording and Lisa's notes were provided, being a series of fairly brief bullet points under headings such as benefits, personal development and counter arguments. These provided a sound structure which supported her as she was clearly quite nervous initially. There were helpful comments in the teacher's record about the use of gesture and eye contact. Lisa made a sound argument for the benefits of work experience, such as "Work Experience isn't just about becoming more employable", and responded well to the questions posed, though these did require her to imagine a different audience from her fellow pupils. Her range of vocabulary was suitable and quite wide ranging.

Assessment:

Content and organisation

Lisa's Presentation was well-shaped and appropriate for the audience. She was able to respond well to questions and there was development of ideas. She was fairly confident overall and there was some analysis and evaluation. She was placed at the top of Band 4 with a mark of **15**.

Register, grammatical accuracy and range of sentence structures

Lisa used a range of vocabulary and her register was generally appropriate for the target audience of councillors. Control of tense and agreement was secure and she was placed at the upper end of Band 4 for this aspect with a mark of **15**.

Lisa's overall mark for this task was **30**.

Responding and Interacting (Group Discussion)

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

*Only **Sophie** and **Daniel** are assessed here.*

Sophie.

Sophie opened the discussion and was involved throughout, making extended contributions and responding to others' points of view. She did not have any notes. She listened carefully to others and developed several different strands of the discussion, such as the idea of using graffiti as a means of spreading a message, the inappropriate use of graffiti on certain buildings such as places of worship and the creative aspect of graffiti as a complementary aspect to other creative people such as musicians, and "people who make movies and animations". She referenced a local use of graffiti in Llandudno. Rachel was open to seeing both aspects of graffiti and qualified whether it would be art or vandalism in a mature and logical way. She cited the draw of anonymity, such as the fact that "no one knows who Banksy is". She was able to shape the discussion. It was interesting that Sophie, Rachel and Kieron tended to contribute most here.

Assessment:

Content and organisation

Sophie was able to contribute extensively to the debate, considering viewpoints of the others in the group and building on ideas of others. She listened carefully and was able to challenge ideas as well as developing them. She was placed just into Band 5 with a mark of **17**.

Register, grammatical accuracy and range of sentence structures

Sophie used an appropriate register and most of her use of grammar was secure. There were occasional lapses – "using art on them walls" – but these did not impede understanding. Vocabulary was quite varied and appropriate. Sophie was felt to have achieved most of the criteria for Band 4 and was awarded a mark of **15**.

Sophie's overall mark for this task was **32**.

Daniel.

Daniel clearly listened carefully to the discussion but made fewer contributions than the other three members of the group. He did not use any notes. He might have been more successful

in a group of three. His comments were valid and appropriate and he did develop others' ideas, such as Kieron's comments about location which he developed to mention "low income places" possibly tending to suggest a more dangerous aspect of graffiti. He also raised the point of owners of buildings having to pay for graffiti to be removed. His contributions were thoughtful but tended to be quite brief.

Assessment:

Content and organisation

Daniel was perhaps hampered by the more lively discussion between the other members of the group, though it was noted that Kieron in particular actively involved Daniel. He did listen closely and attentively and engaged with ideas of the others and made some attempts to develop the main ideas. However, the comparative brevity and fairly limited number of responses do have to be taken into consideration. It was felt that Daniel did achieve Band 3 criteria and he was awarded a mark of **10** here.

Register, grammatical accuracy and range of sentence structures

Daniel used an appropriate register and there was some variety in sentence structures. There was a range of vocabulary. Grammar was secure. Daniel was felt to have achieved Band 3 criteria and was awarded a mark of **10**.

Daniel's overall mark for this task was **20**.

Iwan, Harry and Lydia: Tourism - the new growth industry for Wales?

Only **Iwan** is assessed here.

The candidates did not introduce themselves here but it was noted in the teacher's record that Iwan was the third to speak with the opening words "Yes Lydia, jobs that are....there should be more investment...". This was helpful in establishing voice recognition. Iwan was fully involved in the discussion and responded with some of his own ideas as well as responding to those suggested by Harry and Lydia. He suggested aspects of tourism such as the need to invest and the use of Facebook to encourage tourists to the Elan Valley and Rhayader, for example. He did tend to give straightforward comments rather than develop ideas. The discussion was extended and there was a consensus reached.

Assessment:

Content and organisation

Iwan made a number of contributions which were generally developed though at times these were a little limited. He clearly listened to the others in the group and made some significant responses to their arguments. There was clear engagement within the group and this led to awarding a mark in Band 3 of **12**.

Register, grammatical accuracy and range of sentence structures

Iwan used a reasonable range of appropriate vocabulary and was clearly in the right register within the group. There was some variation of sentencing and grammar was generally correct. It was agreed that Iwan achieved Band 3 criteria and was awarded a mark of **11**.

Iwan's overall mark for this task was **23**.

Tom, Rhys and Sam: Voting for 16 year-olds. What do you think?

*Only **Rhys** is assessed here.*

Sam introduced the members of the group and Rhys was the third speaker. Rhys had a page of notes for this task and it appeared that the three candidates had each prepared statements which they gave in turn. There was a sense that they were very reliant on their notes, but it was not made clear in the teacher comment whether this was the case. Rhys made three statements which were reasonably extended and developed to an extent. Ideas were generally straightforward, such as commenting on older people voting when they were not going to be affected in the future. He also gave a personal opinion about voting for Leanne Wood of Plaid Cymru. Rhys summed up at the end. The discussion was brief, lasting a little over three minutes.

Assessment:

Content and organisation

Rhys made specific and relevant contributions, but these were relatively brief. He did follow the ideas of the group but all were hampered by over-preparation and turn-taking, rather than having a more natural discussion. Rhys was placed just into Band 2 here with a mark of **5**.

Register, grammatical accuracy and range of sentence structures

Rhys used some range of vocabulary and some limited range of sentence structures. His register was appropriate for the task and his peers. He was placed just into Band 2 for this aspect with a mark of **5**.

Rhys had an overall mark of **10** for this task.

Alex, Kieron, Ffion and Connor: Graffiti – art or vandalism?

*Only **Alex** is assessed here.*

The group comprised four students, and Connor appeared to take on a leading and controlling role. This was perhaps not helpful to the rest of the group as each point was

commented on by the students in turn. This meant a limited contribution from all apart from Connor. He did try to ensure everyone made a contribution but there was a sense of this being some way away from a 'natural discussion'. Alex made four contributions, each of which was quite brief, though pertinent. He commented on "people who mess around"; the impact of Banksy; the removal of "random stuff" but keeping "good art ...if people enjoy it" and, finally, if a building is unpopular, "use graffiti to attract them to it". He listened attentively to all the others and there was some sense of trying to respond to their comments.

Assessment:

Content and organisation

Alex did respond to comments made by the others in the group and developed some of the ideas in a limited way. There was some attempt to discuss ideas, though this was in part hampered by the way in which the group was controlled by Connor. Alex was placed in Band 2 for this aspect with a mark of **7**.

Register, grammatical accuracy and range of sentence structures

Alex used some range of vocabulary, though there were some lapses in command of grammar such as "random stuff". Register was appropriate for his peers and there was some variety in sentence structure. Overall, Alex was placed in Band 2 with a mark of **7**.

Alex had an overall mark of **14** for this task.

Anna, Lisa and Elen:

Only **Lisa** is assessed here.

Lisa had some brief notes which she barely used. She took the devil's advocate view of opposing the idea of allowing 16 year-olds to vote, citing their lack of maturity. She listened carefully to the arguments posed by Anna and Elen, and responded actively to them with extended contributions. She argued convincingly that teenagers were "easily influenced" and susceptible to "false information". She argued that finding "information from reliable sources" was an issue. She sustained her listening and developed ideas, including the notion of politics being taught in schools. She made a clear summary of her viewpoint in conclusion.

Assessment:

Content and organisation

Lisa's comments were thoughtful and mature and she was able to respond to others in a sustained way. Her listening was evident in her responses and development of the ideas of

others. She challenged ideas and summarised effectively. She was placed into Band 5 with a mark of **17**.

Register, grammatical accuracy and range of sentence structures

Lisa communicated effectively with her peers and her command of grammar was secure as was control of tense and agreement. Vocabulary was entirely appropriate and she was placed into Band 5 with a mark of **17**.

Lisa's overall mark for this task was **34**.