

Year 10  
GCSE English Language  
Individual Researched Presentation

Unit 1: Non-examination assessment

Oracy

20%

**Task 1 (10%) – Individual Researched Presentation** (40 marks)

One individual, researched presentation, which may include responses to questions and feedback, based on WJEC set themes.

**Task 2 (10%) – Responding and Interacting** (40 marks)

One group discussion to written and/or visual stimuli provided by WJEC to initiate the discussion.

*For both tasks, half of the available credit for AO1 will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.*

Unit 1 – Task 1 = 40 marks

## Unit 1: Non-examination assessment

Oracy

20%

### **Task 1 (10%) – Individual Researched Presentation**

(40 marks)

One individual, researched presentation, which may include responses to questions and feedback, based on WJEC set themes. Candidates are expected to participate in an individual oral activity 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

This activity gives candidates an opportunity to convey information and demonstrate verbal reasoning.

## End Objective:

- Pupils have to deliver a Speech that will be presented in front of an audience on a topic of their own choice\* - see WJEC Themes previous slide .
- The Speech should be at least 5 minutes long and pupils might be asked questions about the topic at the end.
- Pupils have a choice\* in terms of the Speech and they should research the topic thoroughly.
- Once they have fully researched the topic, the FIRST step is to write it as a speech.
- This can be typed up as a full speech **at this moment in time but will NOT be used to 'read out' when actually assessed in Y11.**

# Some Examples of Pupils' Speeches in the past:

- Why we should all be concerned about Global Warming
- Kick it Out - why is racism on the rise in Football?
- Inequality in the workplace - why the gender pay gap?
- Social Media - why social media has a negative impact on young people's self esteem
- Save our NHS - why more needs to be done to support our Nurses and Doctors
- Video games - do they promote violent behaviour?
- Mental Health - why we all should be aware of the struggles people face and why we should do more to help each other
- Should society be more charitable?
- LGBTQ+ rights and diversity/ acceptance - the importance of sporting heroes such as Gareth Thomas in raising awareness / acceptance

# Success Criteria

## Summary of Assignment

- **Decide on a topic that interests you and you feel strongly about.**
- **Research it carefully and thoroughly.**
- **Look at the 'model' of a Speech from previous years**
- **Write a speech (about 400 words at least)**
- **Think carefully about your introduction, the main arguments and the conclusion - content and organisation.**
- **Pay careful attention to your use of grammar, sentence structure, spelling and 'register'**
- **Make sure that you carefully consider how to engage and interest your audience, using a range of devices, for example, facts, opinions, emotive language and direct address.**
- **Share your draft with your teachers via email or upload to 'Teams' for marking.**

	<i>Content and organisation</i>	<i>Register, grammatical accuracy and range of sentence structures</i>
<b>Band 5</b>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>Information and ideas are presented (including different aspects of the topic) coherently and effectively and show perceptiveness in interpretation</li> <li>Highlight priorities and essential detail when analysing and evaluating complex and demanding information</li> <li>Talk is consciously constructed to engage and affect the audience</li> </ul>	<b>17-20 marks</b> <ul style="list-style-type: none"> <li>Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning</li> <li>Select register wholly suited to the task and audience</li> <li>Very secure command of grammar</li> <li>Appropriate and effective variation of sentence structures</li> <li>Control of tense and agreement is totally secure</li> </ul>
<b>Band 4</b>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>Confidently convey and interpret information and ideas (including some aspects of the topic) emphasising significant points and issues</li> <li>Explain ideas in detail and with appropriate analysis and evaluation</li> <li>Adapt and organise talk skilfully to meet the needs of the audience</li> </ul>	<b>13-16 marks</b> <ul style="list-style-type: none"> <li>Use wide range of vocabulary with precision</li> <li>Use appropriate register consistently for task and audience</li> <li>Secure command of grammar</li> <li>Sentence structure is varied to achieve particular effects</li> <li>Control of tense and agreement is secure</li> </ul>
<b>Band 3</b>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>Effectively communicate information and ideas (including more than one aspect of the topic) and refer to significant issues</li> <li>Explain relevant details with some analysis and evaluation</li> <li>Some clarity in the organisation of the talk, with an understanding of the needs of the audience</li> </ul>	<b>9-12 marks</b> <ul style="list-style-type: none"> <li>Use a good range of vocabulary with some precision</li> <li>Show awareness of appropriate use of register for task and audience</li> <li>Mostly consistent command of grammar</li> <li>Sentence structures are varied</li> <li>Control of tense and agreement is mostly secure</li> </ul>
<b>Band 2</b>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>Convey straightforward information and ideas (primarily one aspect of the topic)</li> <li>Convey some significant details</li> <li>Some attempt to structure talk to meet the needs of the audience</li> </ul>	<b>5-8 marks</b> <ul style="list-style-type: none"> <li>Use some range of vocabulary</li> <li>Show some awareness of appropriate use of register for task and audience</li> <li>Command of grammar is inconsistent</li> <li>There is some variety in sentence structure</li> <li>Control of tense and agreement is generally secure</li> </ul>
<b>Band 1</b>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>Briefly express some information and/or ideas</li> <li>Convey simple details with some encouragement</li> <li>Some awareness of the audience</li> </ul>	<b>1-4 marks</b> <ul style="list-style-type: none"> <li>Limited range of vocabulary</li> <li>Limited command of grammar</li> <li>Limited range of sentence structures</li> <li>Control of tense and agreement is limited</li> </ul>
<b>0 marks</b>	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.

# Consider an Engaging Opening

Good morning, ladies and gentlemen.

My name is ..... and I am here to speak to you today about Racism and the all – too - often '**ugly face**' of racist abuse that is witnessed during football matches. Why have I chosen this topic? It's simple. Because the **beautiful** game of football is a **passion** of mine and - sadly - because I have **personally** experienced racism on the football pitch and I believe that it should stop. **Full stop. No** excuses.



# Why does this already sound as if it should be Band 4/5?

	<i>Content and organisation</i>	<i>Register, grammatical accuracy and range of sentence structures</i>
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# Blend fact, opinion and emotive language with sophisticated vocabulary

Indeed, the very fact that – tragically – even in 2018 – we are STILL having to confront this archaic idea of racist **hatred** and **prejudice** is **appalling**. Take - for example - the very recent passing of a legendary player – regarded in recent BBC articles as being "**one of the great symbols of the fight against racism**" and "**a pioneer for black footballers**" across the world. I am talking – of course – about – **Cyrille Reegis**.

For those of you who did **not** witness the **outpouring of grief when Regis passed away, he** , alongside Cunningham and Batson were , of course, subjected to torrent upon torrent of racist abuse during the late 1970s, but – difficult as it is to say this – I sincerely wonder just HOW much has changed in the 21<sup>st</sup> Century... **Do black players get bullets through the post when they are called up to do a cap for the country in our contemporary times?** Maybe not. But have we **REALLY** 'kicked out racism'? **No**.

# Model Answer on Teams

- Please note that the rest of this Speech is available on Teams.

# Looking at the Mark Scheme/ Success Criteria

- As you look at the mark scheme, consider the Mark Scheme and Success Criteria
- Ensure that your research and your speech is aiming for the highest 'band' possible.

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# 40 Marks

- This is worth a significant **40 marks in terms of going towards your ACTUAL GCSE LANGUAGE GRADE.**
- See the next slide for a breakdown of the marks in terms of content and organisation as well as register, grammar and sentence structures.
- Any questions or queries, please contact your teacher via email.