

Year 10 Knowledge Organiser – Spoken Language Assessment

Pass	Merit	Distinction
<ul style="list-style-type: none"> Expresses straightforward ideas / information / feelings Makes an attempt to organise and structure talk Makes an attempt to meet the needs of the audience Listens to questions / feedback and provides an appropriate responses in a straightforward manner 	<ul style="list-style-type: none"> Expresses challenging ideas / information / feelings using a range of vocabulary Organises and structures talk clearly and appropriately to meet the needs of the audience Achieves the purpose of talk Listens to questions / feedback responding formally and in some detail 	<ul style="list-style-type: none"> Expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary Organises and structures talk using an effective range of strategies to engage the audience Achieves the purpose of talk Listens to questions / feedback, responds perceptively and elaborates with further ideas and information

Audience

To help you decide on a style of speaking that is suitable for a particular situation or context you should think about:

- ✓ **who** you are speaking to
- ✓ **why** you are speaking to them

For example, in a conversation with friends you are likely to use a very different style of speaking and listening than you would in a formal presentation to an unfamiliar **audience**.

Ask yourself the following key questions when preparing for speaking and listening:

- ✓ Who are your audience? (peers and an examiner!)
- ✓ How old are they? (15+)
- ✓ What matters to them? (your ideas and knowledge about Literature)
- ✓ Why should they listen to you? (because you're knowledgeable and interesting!)

Your answers to these questions should help you focus on how you might best speak to your audience in an interesting and convincing way.

Purpose

Be clear about your **purpose** in presentations and discussions.

Your aim in this assessment is:

- ✓ To inform and explain about a Literature topic of your choice
- ✓ To support your own knowledge, understanding and revision
- ✓ To support other people's knowledge, understanding and revision.

Discussion skills

In a discussion, you should aim to **interact and respond to what other people are saying**. Talk with confidence and let others speak. Remember that listening is as important as speaking.

You can show you are listening by:

- ✓ making eye contact with the speaker and **responding** to what they say
- ✓ using body language to show co-operation and **understanding**, for example shrugs and nods
- ✓ **building** on what other people say
- ✓ **challenging** points made by others

A good discussion has a flow to it with people agreeing and disagreeing, giving explanations for their viewpoints. Each person needs to be allowed time to speak and to share their opinion before the next person adds their point.

Things to avoid in a group discussion include:

- ✓ interruption – except maybe to show agreement, eg “Yes, I see”
- ✓ cutting people off mid-sentence
- ✓ talking over other people
- ✓ breaking off into mini-discussions within a big group

DAFOREST:

- Direct Address
- Alliteration
- Facts
- Opinions
- Rhetorical questions
- Emotive language
- Similes
- Triples



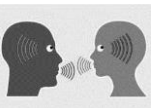
When taking part in a group discussion try to use spoken **Standard English**. Think about your **voice, eye-contact and body language**. Show that you're listening, and keep the discussion flowing by **asking thoughtful questions**.

Aim to be:

- ✓ **polite** – respect other people's right to their opinions
- ✓ **positive** – help the conversation develop by being co-operative
- ✓ **balanced** – listen to both sides of the discussion and respond to each

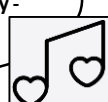
You can show that you have been listening by **building on people's arguments**. Mention a point someone has made and then add your own experience or ideas. Here are some sentence starters to help you with this:

- ✓ I agree with your point about.... however...
- ✓ I'd like to add to what you said...
- ✓ When you talked about... it made me think...
- ✓ In addition to your comments about...



The purpose of a discussion is to **open up an issue** and invite a range of opinions and interpretations. In this case you can challenge a speaker. The following sentence starters should be useful:

- ✓ I understand what you said about... but I think...
- ✓ I disagree with your point about...
- ✓ I don't think what you said about... is valid. I would suggest...



What do you have to do for this part of your exam?

- ✓ As part of the **GCSE English Language** course all students are expected to complete an assessment of their speaking and listening skills.
- ✓ This will be graded against the 'Pass', 'Merit' and 'Distinction' criteria.
- ✓ This grade is separate to the overall '9-1' grades that students achieve for their English Literature and Language, but a pass must be achieved to be entered for the exams.

Week 1: Choose and refine your topic so that you are precise and focused. Decide on your focus, your key points and start to plan.

Examples of topics:

- ✓ **Macbeth:** How is Lady Macbeth presented as a strong female of the time?
- ✓ **Macbeth:** How are beliefs in the supernatural presented across this play?
- ✓ **Conflict Poetry:** How does Wilfred Owen reflect the difficulties of war in the poem Exposure?
- ✓ **Conflict Poetry:** How do poets present the impact of war on people other than soldiers?
- ✓ **An Inspector Calls:** How does Priestley use the Inspector to teach his audience about social responsibility?
- ✓ **An Inspector Calls:** How do the younger generation respond to their guilt?

YOU CAN CHOOSE TO TALK ABOUT ANY LITERATURE TEXT AND ANY TOPIC WE HAVE STUDIED. THESE ARE JUST EXAMPLES.

Write your presentation:

- ✓ **Your presentation should last 4 – 5 minutes.**
- ✓ **Think** about an engaging 1st line, or a rhetorical question to ask your audience
- ✓ **Give** a mini-summary in your introduction.
- ✓ **Cover** 3-5 key areas in your presentation, developing each one into a section of your talk. Aim to elaborate, give ideas, examples, analysis of quotations, exploration about meaning or context.
- ✓ **Finish** with a conclusion that links back to your introduction.

Deadline:

Week 2: Learn your presentation:

- ✓ **You are not allowed to read from a script during** this presentation.
- ✓ You could make **cue cards**, or have key words on a piece of paper.
- ✓ **Practise it** with friends or parents. Record it, time it, listen back to it!
- ✓ **Rehearse** and **time** your presentation (5 minutes).
- ✓ **Aim** to do it without notes!

Prepare to answer questions from the others in the group.

- What could they ask you about?
- What questions would you like them to ask you?
- How would you answer?

Deadline:

Week 3: Deliver your presentation.

- ✓ **Arrive prepared.** Preparation leads to confidence. Confidence leads to success!
- ✓ **Use your notes**, but do not read from a script.
- ✓ **Remember** that everyone is nervous, not just you. It'll be over before you know it!
- ✓ **You will present** one at a time and the rest of your class will be your audience.
- ✓ **You will be asked 2 or 3 questions** after your presentation to gain your 'discussion' marks.
- ✓ **You can gain marks** by asking good questions after someone else's presentation.

Your presentation will be on:

- ✓ **DATE:**
- ✓ **TIME:**