

COMMENTARY ON STANDARDISING MATERIAL – SET B**B1: LAURA**

Laura gives a formal presentation to her class on the dangers to horses of steeplechasing.

Laura has a very clear grasp of her topic and puts forward a challenging set of ideas and solutions. She highlights central concepts through reference to detailed interpretation of data. She has a sophisticated repertoire of vocabulary and creates a very tightly structured and cohesive argument and analysis. She uses a range of rhetorical strategies to engage with her audience.

She has confident interactive strategies and listens closely to audience questions, before interrogating perceptively the implications of what she is being asked. Her responses to the challenging questions asked by the teacher are especially impressive, with some appropriate elaboration of her ideas.

She follows an argument with some sophistication and closely argues throughout. She has a very assured and flexible use of Standard English.

*She hits all the descriptors for **Distinction**.*

B2: ZAIN

Zain presents to a group of his classmates on the topic of racism.

Zain launches directly into the topic, expressing straightforward ideas and gives some opinions. He links ideas in a simple way, and so clearly makes an attempt to organize and structure his talk. He has done some research in to the background of his topic. His reference to himself and his own experience shows an attempt to meet the needs of his audience.

He uses appropriate Standard English and there are times when his vocabulary - 'fascist ideology'- goes beyond being straightforward. He also uses some rhetorical methods, such as use of questions. He closes his presentation rather abruptly, but then listens to questions/comments and provides an appropriate response when questioned directly. His final plosive shows how hard he has tried!

*He hits all the criteria for pass and is beginning to move in to merit. For this performance he is awarded **Pass**.*

B3: PHOEBE

This scenario has been designed to show that there can be an element of role-playing in the establishment of the presentation, and that use of other material from the English syllabus – in this case literary reading – can be also be used. Here Phoebe is taking part in a radio chat show called ‘Book of the Week’ and is discussing ‘Mr Pip’ by Lloyd Jones.

Inevitably with this format, Phoebe responds to questions, but she does begin by giving an overview of the novel. She confidently conveys information and emphasises challenging points and issues.

She is enthusiastic and detailed in her responses, working well within the fictional format of the radio programme. The presentation is shaped by some searching questions and her ability, on the whole, to make suitably challenging and detailed responses which meet the needs of the radio audience. She certainly achieves the purpose of the presentation.

Her vocabulary is appropriate, controlled and effective, but not sophisticated enough for a Distinction. She confidently uses Standard English throughout.

*She is awarded **Merit**.*

B4: JAMES

James gives a formal presentation on the causes of youth crime.

James starts at quite a pace; his challenging ideas, range of vocabulary and clear structure are evident, but the audience would be better served by a variation in the pace of delivery. His eye contact with his audience is also limited, partly through nervousness and partly through his approach to his written notes.

He extends his ideas through some well managed rhetorical methods and so achieves his purpose, which in this talk is very clear – to raise awareness of issues around youth crime. He confidently uses Standard English throughout.

He listens to a challenging set of questions, and responds to them formally and in some detail.

Overall James ticks all the boxes in the merit section, although there are times when his engagement with his audience is his least strong aspect within the merit criteria. It is felt, though, that the strong structure of his talk counterbalances this, and that he can therefore be said to ‘organise and structure his talk clearly and appropriately and so meet the needs of his audience’.

*He is awarded **Merit**.*

B5: HOLLY

Holly presents to a solo adult (which will be the case in some contexts) and then responds to questions.

Holly makes a short presentation on climate change. She is audible and intelligible and expresses straightforward ideas, albeit ones which do not have a sense of continuity. Having introduced two aspects, whether we should be worried and what can be done to prevent it, she turns first to prevention before then stating there is no real problem for us anyway. This structural weakness - a grasp of consistent argument - makes it difficult for the audience, but it is not impossible to follow.

She struggles with the first question which hinges on the word 'scaremongering', and when pushed on her view about it not being our problem, she struggles to maintain a line of argument that is consistent with her starting point. She listens to the rest of the questions, and understands them, giving brief but intelligible answers.

The final question/answer is revealing in that this is a topic which Holly has not discussed at home, and about which she seems not especially interested. She uses Standard English, and has a reasonable vocabulary, but her performance shows that a presentation needs to have a sense of personal interest and commitment to succeed.

As part of teaching and learning, Holly needs help with choosing a topic, and of developing a line of argument. Here though it is possible, just, to reward her against the Pass criteria, because she expresses straightforward ideas, makes an attempt to organise her talk, and responds straightforwardly to questions. She uses Standard English at all times.

*She is awarded a **Pass**.*

B6: JAMIE

Jamie, accompanied by his teacher, presents to the class on the problem of overseas players in English football

His opening comments show an attempt to organise and structure his short talk. His ideas are straightforward and supported by some research on informational data. It is legitimate that he reads this data.

Although he does not as such use rhetorical methods, his speech is very clear, and to this extent he makes an attempt to meet the needs of his audience.

He is best when responding to questions, developing his answers with some detail. The teacher's question pushes him and he responds well to it. He generally uses appropriate Standard English.

*He hits all the criteria for **Pass**.*