

ENTRY LEVEL

R392

ENGLISH

Component 1: Speaking and Listening

Specimen Internal Assessment Material

INTERNAL ASSESSMENT TASKS

There are two tasks both set by teachers.

There are **two** contexts: Discussion and Role Play (Telephone Call).

These specimen materials give examples of the types of task you might set but they can of course be contextualised to meet your students' specific needs.

Discussion

One task: this could be a planning exercise, a discussion of an issue of local or national interest or of the particular interests of a group of candidates or it could derive from a literary source which candidates have been studying.

It should be noted that, for these purposes, a group can be two people and can be teacher and student if that is felt to be most appropriate.

Role Play (Telephone Call)

One task: this is a call between two candidates or between a teacher and a candidate if that is felt to be most appropriate. It may be work related, requesting or complaining about a service or arranging a visit or excursion.

This Specimen Internal Assessment Material contains examples of **Speaking and Listening** tasks and guidance on key elements of the speaking and listening assessment. Further guidance is available in the OCR Guide to Internal Assessment tasks.

This document consists of **8** printed pages.

Discussion

Specimen Tasks

Task 1: Adopt an Animal

Your group wants to adopt an animal at a zoo or safari park in the U.K. You have been asked to come up with ideas on how to do this.

You meet today to decide what to do.

Here are some things you could talk about:

- What does it mean to adopt an animal?
- What type of animal will you want to adopt?
- How much will it cost per animal?
- How would you arrange the adoption?
- Will you give the animal a name?
- How are you going to raise funds to enable you to adopt?
- How would you arrange to visit the animal?

You may add ideas of your own.

Task 2: Let's Exercise

Your local school wants fewer parents to bring their children to school by car.

You meet today as a group to suggest that children walk, cycle or make other arrangements to get to school.

Here are some things you could talk about:

- Why it will be good for the children
- The good it will do for the environment
- Publicity to explain your reasons
- Methods to notify the parents.

You may add ideas of your own.

Suggested group tasks

- Creating a school newsletter
- Talking about Work Experience
- Arranging a holiday
- Decorating/planning a room
- Organising a party
- Discussing a Sports Event they have seen
- Creating a sound track/commentary for their area covering key attractions
- Discussing their “favourite TV soap”
- Choosing music for a party
- Talk about their favourite film star/actor, giving good and bad points
- Talk about their favourite hobbies
- Discuss their hopes for the future
- Talk about their favourite holiday destination. Say what they did there and why they chose it
- Talk about why you must have Health and Safety rules in the kitchen.

Related to Literature:

- Macbeth’s first impression of “ the weird sisters ”
- Richard III’s relationship to others
- “Badger On The Barge” Helen Fisher’s initial opinion of Miss Brady.

Specimen Tasks

Role Play (Telephone Call)

Task 1: Take Away

You are at home “chilling out” with your mates watching a DVD. You decide to phone for a home delivery take away. You check the menu to decide what you want and call the take away premises to place your order.

You telephone the take away service.

Your partner will answer your call and ask you questions.

You will need to:

- Use the menu to help you
- Place your order for your main meals, side dishes and drinks
- Arrange the delivery time
- Give your name, address and phone number
- Remember one of your group is vegetarian
- Calculate how much you are spending as you only have £22 to spend.

You may add ideas of your own.

Task 2: Which house?

You are looking for a new house to buy. You look inside the Property pages in your local newspaper. One or two properties catch your eyes.

You ring up the Estate Agents to ask for more information.

Your partner will answer your call and ask you questions.

You will need to:

- Use the Property Pages to help you
- Say why you are calling
- Explain what type of house you want more information on
- Tell them the highest price you can pay (£185,000)
- Ask for more details on each house
- Enquire as to what they feel are “extra selling points”
- Add more questions if you wish.

Guidance for setting Speaking and Listening Tasks

In the new Entry Level English specification, there are two contexts for Speaking and Listening: Discussion and Role Play (Telephone Call). It is intended that Entry Level tasks will be in some ways similar to those at GCSE but, of course, differentiated to suit the needs of students at this level.

Where students are planning to progress to GCSE, the Discussion tasks will prepare them for the Group Activity. The designation of a telephone call as the Role Play task will prepare them for the role play and real life situation elements of GCSE in addition to helping their confidence in daily living.

Teachers, knowing their candidates, should set tasks which offer challenges appropriate to their ability. Appropriate tasks set for Internal Assessment will be based on personal interests and contexts familiar to the candidate.

In particular, teachers' expectations of the extent to which candidates can sustain a response will vary. A candidate working at Level 1 will speak only briefly and may need a good deal of encouragement, but if working at Level 3 should give evidence of the ability to sustain Speaking and Listening at reasonable length.

The requirements for Speaking and Listening tasks are such that they can be vocationally linked and Centres are encouraged to do this if appropriate.

Guidance for the Discussion task

Teachers are very familiar with this area of assessment. A key element in a successful discussion is preparation. Students need to be comfortable with each other and have a clear understanding of what they are being asked to do.

In general, the best examples of discussion we hear are those based on issues close to the students' hearts or about subjects where they share a common expertise.

A key element is the ability to listen to the discussion, respond relevantly to other speakers and even lead the discussion in new directions. Whilst this may well be largely the preserve of Level 3 candidates, students at all levels of ability discuss a variety of matters with each other successfully on a daily basis in order to get through their daily lives and it may be useful to start at this level of interaction and build confidence from there.

It might be possible to link the two tasks required for speaking and listening with a discussion leading to a telephone call or vice versa. This would allow students to focus closely on a particular area of interest. For instance, a discussion of a local planning issue might lead to a role-play call with one student as a local MP and the other as an outraged constituent.

If a candidate finds group work uncomfortable for whatever reason, it is possible for the discussion to take place just between the teacher and student.

Guidance for the Role Play (Telephone Call) task

Telephone Usage

Using telephones, whether they be landline or mobile is something that we may have to do daily. It is often assumed that a bit of practise and maybe some role-playing covers the subject adequately, but the telephone can act as a topic focus in lots of different ways.

Task events may lead to:

- keeping a happy family
- making oneself understood
- understanding others
- becoming aware how much we rely on non-verbal signals
- becoming aware of styles of conversation, forms of address
- knowing what to do in an emergency
- using tact and discretion
- making decisions
- making plans
- being assertive.

People are often happy to chat to their friends all day, but will pass the telephone over to someone else when it is something important. If you find it hard to hear or talk clearly, the chances are that you will already have had plenty of negative experiences.

Many of the worries of using the telephone are due to not knowing what to expect, not understanding what someone is saying, of getting things wrong and looking stupid. What we can do is to give pupils a chance to think about this in advance, to put themselves in the other person's shoes, to recognise common pitfalls, practise getting over them and to enrich their vocabulary.

Using the telephone: Formal Calls

This task aims to help you to use the telephone confidently and successfully. When you are asked to ring for an application form, you will usually find out that the information needed is relatively straightforward. You will be asked for your name and address, and possibly where you saw the job advertised. Give this information as clearly as you can.

Sometimes you may be given a "mini-interview" by telephone.

To give a good impression on the telephone is a skill which needs to be learnt. "A good telephone manner" is a vital tool for communication.

Task

Write down as many items as you can think of when using the telephone in a formal situation.

Two points to help you are:

- Think about what you are going to say before you make the call
- Remember to be polite. As you can't see the person's face it is important to be even more friendly and polite.

Task

It can be unnerving the first time you hear yourself recorded on tape or CD, but it is definitely the best way for you to gain an idea of your performance on the telephone.

Make a telephone call with somebody else receiving the call. With your teacher present, play back the recordings. If you and your teacher are happy with the end result, move on to the next task. If you think you are able to improve your performance practise some more.

Try some different situations.

Below are some scenarios:

- You are due at an interview but your alarm did not go off
- Ring college/work/school to say you are ill and cannot make it today
- You are ill and need the doctor to call, the receptionist says you just need a prescription
- Your Mum/Dad has just sat down for her tea, and they are rushing off afterwards. Someone he/she is trying to avoid rings up
- You ring a travel agent for holiday details but you find an answering machine
- You can't meet your friend in town this evening. You ring and he/she is out. His/her little brother answers
- The house next door is on fire.

Helpful Points for a Successful Call:

- 1 Always have a pen and paper ready before you make the call.
- 2 Ensure there is no background noise.
- 3 Give your name clearly and explain why you are ringing.
- 4 Write down the name of the person you are speaking to.
- 5 Answer ALL questions fully.
- 6 If you are given a telephone number or address, write it down clearly and repeat it so that the other person can confirm the details are correct.
- 7 Try not to say too much as this may lead to confusion.
- 8 A telephone directory may be useful to check numbers.

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