

COMMENTARY ON STANDARDISING MATERIAL – SET A

A1: JIBREEL

Jibreel presents to a group of classmates and his teacher on the topic of free will.

Jibreel has chosen a complex topic and uses a sophisticated repertoire and range of vocabulary. He speaks with few notes and demonstrates extensive knowledge. The presentation has clear organization. His relaxed but enthusiastic approach to the topic and its importance clearly engages the audience.

He listens carefully to questions, responding confidently and appropriately. The teacher asks a challenging question which allows Jibreel to elaborate further on his ideas.

His spoken Standard English is assured and flexible. It should be noted that he uses quite a large number of fillers. Attitudes to such use vary from individual to individual, but it needs to be made clear here that fillers are common in speech and that use of them is not an issue within the framing of these criteria, and within the context of his presenting to colleagues.

*Jibreel achieves a **Distinction** when looked at against the criteria. It is worth noting two points in particular which help him achieve this:*

- *he speaks on a complex topic which requires, by definition a sophisticated range of ideas*
- *he is helped by the teacher's question which enables him to elaborate his ideas. Who asks the questions, and the level of challenge of the questions, needs to be considered by teachers and candidates when setting up the presentation*

A2: CHARLOTTE

Charlotte gives a conventional 'speech', standing up, arguing a cause and responding to questions.

Charlotte is relaxed and engages very well with her audience, right from the beginning. She has a calm authority about her, both when presenting and when answering questions. Through her use of rhetorical strategies she engages with the audience.

She highlights central and sophisticated concepts through reference to data, both researched and personal, and in the structure of her talk moves from abandoned High Streets to wider issues of mass food production. These are linked, although she

could do more to highlight that link for her audience. She has a sophisticated repertoire of language and vocabulary. The use of rhetorical strategies, especially at the beginning and end, give her presentation an overall shape.

She responds thoughtfully and perceptively to audience questions and copes well with the adult's challenging final question. This shows that she can engage with sophisticated ideas. At all times she demonstrates assured and flexible use of spoken Standard English.

It should be added here that Charlotte's use of notes is perfectly acceptable. Because she is standing (without a lectern) they are visible to us, but they allow her to remind herself of her structure and to ensure precise information is given.

*Charlotte has strong presentation skills and a clear engagement with her audience even though she is presenting a formal speech. She is stronger in some areas of the Distinction criteria than others, but all of the criteria apply, so she is awarded **Distinction**.*

A3: CONNOR

Connor presents to a group of classmates on the life and death of Dr Crippen.

Connor speaks without notes at an inexorable pace and with (presumably) extensive knowledge. It seems at times as though he may have learnt source material, which is not in itself an issue but which here can be seen to impact on the way he delivers his presentation.

The topic itself could be challenging, but the way he unrolls the narrative, with no real pause for reflection, means that his approach is better described as straightforward.

The presentation has some shape, albeit in a straight narrative time-line. He uses a suitable range of appropriate vocabulary. He confidently uses spoken Standard English.

Connor answers questions clearly and fully, with thought and consideration, but the pace of the delivery, and the uniform pitch suggests that he does not fully meet the needs of an audience .

*In assessing Connor we see a student who fully achieves the criteria for Pass, and achieves sometimes within the Merit category. This means, though that under these criteria he is awarded **Pass**. Further development of his skills could focus on extending the range of his ideas, varying the speed and pitch of his delivery and ensuring that he receives questions which make him move beyond narrative detail.*

A4: BETH

Beth gives a presentation on the topic of female representation in books and films. She speaks at some length on this challenging topic, before answering questions for her audience. The audience of peers had themselves just been taught questioning techniques, so they offer, unusually perhaps, sufficiently challenging questions.

Beth takes on a challenging topic, and presents a strong sense of her own personal feelings about the issues she addresses. Her talk is clearly organized, and indeed she marks steps in her evolving argument, but the organization at a micro level is slightly less effective because of the long speech sentences she uses, often linked by 'and then'. Although she has a notebook, she is actually speaking without the support of an outline structure that Charlotte had. It might have helped her if she had one too.

She has a range of vocabulary ('aspiring to marry') but is not always sophisticated in her expression ('other sorts of romance books like that') She listens to questions and responds formally with some elaboration of further ideas. She demonstrates confident use of spoken Standard English.

*There are times when Beth hits the descriptors for Distinction, especially in her engagement with the audience, but she does not do so in all areas, especially the strand which refers to vocabulary and structure. For that reason she is awarded a **Merit**. As a Y10 student, though, she has clear potential and can be helped to progress further.*

A5: JOSH

Josh had prepared in advance for a presentation conducted with a teacher who is not his own English teacher. He knew the topic but not all of the areas which would be covered in specific questions. The presentation and questions were set up to be formal with a 'studio audience'.

Josh is interviewed by the teacher about his career as a young goalkeeper with Sheffield United. He is then asked further questions by an audience of his peers.

This is a presentation, in that Josh makes extended contributions, there is formality in the situation, and he has prepared for it in advance. This format does mean though that the overall structure of the presentation (if not his extended answers) has been shaped for him. It therefore is appropriate to say that he makes an attempt to organise his talk.

At all times Josh is audible and intelligible. He speaks with a Sheffield accent, and so pronounces certain words with a regional variation. (for example 't' for 'the')

Occasionally he uses some dialect vocabulary (for example 'while') but generally he uses appropriate spoken Standard English.

His topic relates very much to himself and his own experience, and in talking about his career he expresses straightforward ideas, information and feelings. He achieves the purpose of his presentation and meets his audience's needs; most viewers of this talk, and those present at the time, are interested in what he has to say. He listens to questions and responds appropriately.

In the broad spectrum of what constitutes a 'presentation', Josh has been well-served by the way this task has been set up, and by the very thoughtful way the (unfamiliar) teacher conducts the activity.

*Josh is awarded a **Pass**.*

A6 Mofaiza

Mofaiza makes a presentation to college staff and students on the challenges she has faced since moving to the UK from Pakistan 18 months ago. We begin by seeing Mofaiza plan her talk with her teacher. This is not assessed.

Mofaiza presents us with some issues around how we fairly assess students for whom English is not their first language. She has lived in East London for 18 months and we are seeing progress here in her English, but not completion. At this stage there are some particular issues with spoken Standard English grammar, most noticeably around the more complex grammatical functions delivered by prepositions and adverbs.

She has planned the structure of her talk but unsurprisingly it comes across as slightly stilted as she is not yet fully using Standard English. There are though some examples of a competent range of vocabulary. She makes relevant and extended contributions usually being able to voice her ideas cogently. She clearly has presence, and so meets audience needs, but at times loses some coherence at sentence level.

She listens carefully to questions and provides appropriate responses.

*It is clear that Mofaiza is making progress with her English, and the content of her talk shows that she has ambitions to succeed. She will continue to do better than this current level of performance, and ideally would be assessed at a later time. As things stand here, though, we can say that she generally uses spoken Standard English and that in an overall sense she is intelligible. For these reasons she can be seen to fulfil the **Pass** criteria.*

Definitions as Applicable to Assessing this Component

Spoken Standard English: as used here refers to candidates using language appropriate for the formal setting of their presentation.

Fillers: these are words and phrases ('like', 'you know' etc) which give speech cohesion and at times emotional emphasis, rather than specific meaning

Accent: this relates to pronunciation, and in our work here it tends to be regional accents that we note. Accent has nothing to do with Spoken Standard English.