

J350 ENGLISH & J355 GCSE ENGLISH/ENGLISH LANGUAGE

A643/A652 – Speaking & Listening

Real-life Context – A Guidance Document for Schools

The 'real-life context' requires candidates to submit **one** Speaking and Listening assessment which involves an activity that takes them beyond the classroom. This simply means the activity should be concerned with life outside school. This requirement can be fulfilled in a number of ways in all three focus areas and does **not** require centres to bring in outside visitors and speakers or take the students out of school. The real-life context task may stem from the study of a literary text (eg the theme of euthanasia in *Of Mice and Men*), but must still be based on a real-life context.

Extended Individual Contribution

In the extended individual contribution, to fulfil the real-life context the candidate must be dealing with material that takes them beyond the classroom setting, moving away from being a member of a class doing a prepared talk for their peers. For example, if a candidate prepares a presentation where they are representing an organisation (a charity or campaign group perhaps) to persuade the class to do voluntary work, or raise awareness of an issue, it would count as a real-life context. Similarly if the student prepared a speech to present to the organisers of a music festival, arguing that 16 year olds should be allowed to attend a weekend festival without adult supervision, it would also count as a real-life context.

Group Activity

For a group activity to fulfil the requirement of a real-life context the students would need to explore a situation that takes them beyond the classroom environment. Examples include a group of students taking on different roles in a company and planning an advertising campaign, or staging a mock trial, or doing an activity based on 'The Apprentice' where they have to design a product or service and sell it to the rest of the class, who could also be in role as appropriate.

Drama-focussed Activity

Candidates could be involved in a real-life context as part of a role-play in their drama focused activity. This could be through exploring a range of situations which require them to move beyond the classroom. Examples include staging a trial, or becoming a group of inspectors making recommendations about improvements to their school, or conducting television, radio or mock interviews through role-play. The focus in a drama activity must be on developing and sustaining a convincing character, which lends itself to the exploration of a real-life context.

Links to the Spoken Language Study

Centres may find that they are able to fulfil the requirement of a real-life context through their preparation for the Spoken Language Controlled Assessment. For example, if studying the language of a public figure, candidates may prepare their own public speech in role. Other Spoken Language studies offer opportunities to make radio and television sporting commentaries, or devise their own cookery show. The study of an interviewer could include carrying out celebrity interviews in the style of their chosen public figure. All of these activities involve situations which move beyond the classroom into the outside world and thus fulfil the demands of a real-life context.

Any further queries about Speaking & Listening activities that are suitable for fulfilling the demands of the real-life context can be directed to the Controlled Assessment Consultancy.