

Controlled Assessment Tasks for Unit 2: Speaking and Listening

OVERVIEW SAMPLE:

Speaking and Listening (20%)

Candidates are assessed in an individual presentation and interaction, a discussion and a role play. Sample tasks are suggested below. The total mark for this unit is **60**. Each task is marked out of **20**.

Individual presentation and interaction

Deliver a presentation on a topic that you have picked from the teacher's cards, followed by a question and answer session.

Discussion

In a group of two or more, discuss one of the themes provided.

Role play

Example 1: Individual role play – You are the chair of the Youth Environmental Action Group in Northern Ireland. You have an opportunity to address local government, present your argument requesting funding for youth clubs to build and maintain outdoor learning community gardens to improve local biodiversity and create food for the local communities they are in.

Example 2: Group role play – You are members of the local government. Taking individual roles as ministers, discuss whether you should provide funding for youth clubs to avail off.

Individual Presentation and Interaction

Pick a Card

Teacher has a range of cards with different discussion topics and these are assigned individually to students who then prepare an individual presentation followed with a Q&A session. A list of possible topics for this activity are listed in Appendix 1.

Individual Timeline

Pupils develop a timeline of important times in their life such as travel, gifts, birth etc. They should also note any huge technological developments which happened in the same year. Best to focus on approximately 10 events.

Some examples could be:

- 2019 - My 13th birthday I received my first iPhone – The iPhone 11 was released.
- When did they first fly – track how transport has progressed.
- When they were born how did their parents share the news with everyone – how has communication developed.
- What did they receive for Christmas? What new toys were released that year?

Once this is complete they must interview an older member of society preferably 60+ years of age and map a similar timeline of their life and important times in it and what was developing around them. They will need to research the dates.

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Compare the differences in consumption and want for faster, more efficient means of travel and communication in our current society. How is this a problem for our environment? What are the solutions?

Present your findings to your class.

Group Discussion Tasks

In a group of two or more discuss one of the following themes. Students complete individual research on the topic of choice using the prompt questions in Appendix 1, in preparation for the group discussions.

- **Single Use Plastics** are in our waterways and have made their way into our food chains. Who is to blame? *See Appendix 2 for prompt questions*
- **Climate Action:** Can individual climate actions still save our planet or is it now solely a job for the large multinational companies and governments to take action? *See Appendix 2 for prompt questions*
- **Energy Efficiency:** UK schools spend £543 million on energy costs each year; equating to half of local authorities' carbon emissions. This is four times as much as they spend on books, and about 3.5% of their entire budgets. One quarter (or £135m), could be saved by installing traditional energy-efficient measures e.g., lighting and heating controls, both of which offer quick returns (3 years). – *Carbon Trust*,
 - Should schools be exploring renewable energy or energy efficiency to invest in the long term in their pupil's futures? – *Additional Alternate prompt questions*
 - Savings – Continue using the existing central heating or can costs and carbon savings be made by supplementing with air/ground source heat pumps, in a hybrid system.
 - Behaviour – Instil an energy saving school culture?
 - Sustainability – Do schools' ask how this helps our environment?
 - Costs – Are spending decisions practical, feasible or affordable?
 - Decarbonisation – Should schools create a plan to decarbonise in a timeframe?
 - Review – Current school heating systems often come on too early and turn off too late. 10% of heating bills could be saved by adjusting running time by just 1 hour.
- **Renewables Vs Fossil Fuels?**
- **Global Perspectives:** Climate refugees permitted or not permitted in Northern Ireland?

There are further themes in Appendix 1 which can be adapted for this task.

Role Play

Fast Fashion Moral Dilemma: Many of the clothes we buy are now produced 1000's of miles away in Asian markets, including China and Bangladesh. Many have low labour costs and poor environmental governance. See Appendix 1 for UK stats on Fast Fashion

Justice Making Exercise: Climate Change has begun to take its hold across the globe with rising sea levels and drought displacing many from their homes. We now have to look at the criteria by which the UK and Ireland accept climate refugees. There are 2,000 climate refugees awaiting to seek refuge in Northern Ireland but there is only space for 1000. Groups have to come to an agreement as to who will be given refuge. They must try to come up with a criterion to be met.

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Pitching

Climate campaigning – a pitch to government for climate education to be mandated in the NI curriculum for primary and Post primary pupils as it is not currently on the curriculum. Research the problem, highlight it and research solutions and provide them also.

You are a local teacher who is currently running the Eco-Schools programme at your school. At present you do this role because you are passionate about it however it takes up much of your time and is a huge commitment for you. You have an opportunity to address your board of governors, present your argument to request additional funding for your role. This could also be adapted as a member of a school's board of governors pitching to the department of education to fund a paid eco-school's coordinator role within every school in NI to support and prepare students for their futures.

Link to Young Reporters for the Environment

For all three aspects it is important to investigate the issue and research solutions to it, report your findings and disseminate and share them with others.

You can:

- record your presentation or a shorter version of it as entries must be no longer than 3 minutes
- record some of your interviews of the people you speak to during your investigations and while looking for solutions.
- Write up your finding in an article.
ARTICLE TIP! Try avoid using first-person pronouns (I and we) when writing about the chosen issue.
- If adding images, they must be photos you have taken yourself on the issue
- Give your images titles to explain why they are important or how they fit in.



INVESTIGATION

- Identify, define and communicate a local problem and/or issue related to the environment.
- Investigate (look up, compare, interpret, evaluate) relevant information from primary and secondary sources.
- Identify key individuals/local stakeholders and groups and find out what their different perspectives on the issue are, their approaches to resolving it and their assumptions and goals.
- Conduct original research, such as surveys/questionnaires, and interview key individuals or groups to obtain first-hand information.
- Cover relevant historical, economic, social and/or political implications and possible consequences of the issue.
- Link the local problem to the bigger global picture (problem).

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PROPOSE SOLUTIONS to a local issue:

- Identify a possible solution to the issue and evaluate its likely effectiveness, giving reasons for and against (pros and cons).
- Do not propose solutions on your own. Use local stakeholders or/and international sources to get knowledge and recommendations.

REPORTING

Report on a local issue and its possible solution through a journalistic production targeting a local audience:

- Identify your target audience and choose the best way to reach and communicate with them, i.e. which media do they read/watch/listen to?
- Plan how you will report on the issue (who needs to be informed? how? when?) and use the appropriate journalistic format and style.
- Create an article, photo, or video that documents the issue; where possible you should suggest a solution.
- Take a positive approach to inspiring change and finding a solution to the problem.

INFORMING/DISSEMINATION

- Share (disseminate) your work to a local audience through the media, e.g. newspaper, magazine, radio, television, social media, exhibition, film show, local events, etc. To do so, get in touch with local TV or radio channels.

Sample activity for students

Disseminate to the world! You can check the following media to disseminate your work and inform people about the Young Reporters for the Environment:

Newspapers (local and regional):

- Secondary school newspaper
- Call the Town Council to offer to include your investigation in your neighbourhood or town newspaper
- Contact the local and regional media (they are often fond of and interested in initiatives by young people)

Internet:

- Social media: create a Facebook page, open a Twitter account and follow International YRE's Facebook and Twitter
- Blogs: create your own blog with WordPress, BlogSpot or Tumblr
- Create your website free with Joomla, Wifefo, Jimdo or other platforms and publish your articles and reports
- Open an account on Daily Motion or YouTube to publish and share your video on social media. You can also use International YRE's [YouTube](#) channel
- Publish your photos on Picasa or Flickr and share them on social networks and on sustainable development media pages

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(Note: In some countries, kids younger than 14 years may have to open online accounts with their parents' permission).

Radio:

- Contact a local community radio
- Create your own radio in your school

Television:

- Contact local/regional TV stations
- Create your own TV channel online on Dailymotion or YouTube, publish your videos for free and share your reports on social networks

APPENDIX 1

Pick a Card/Discussion themes and ideas:

- Single Use Plastics have made their way into our food chain
- Burning of Fossil Fuels – global warming
- Biodiversity/habitat loss and recovery – local and international approach
- Spread of disease in new areas as a result of global warming e.g. Malaria
- Reduction in global food supply
- Marine Litter – where does it come from, who is to blame and what damage is it doing?
- Litter - where does it come from, who is to blame and what damage is it doing?
- Energy – UK schools spend £543 million on energy costs each year; equating to half of local authorities' carbon emissions. This is four times as much as they spend on books, and about 3.5% of their entire budgets.
- One quarter (or £135m) of schools energy budget could be saved by installing traditional energy-efficient measures which offer quick returns (2—3 years)
- When should pupils be introduced to energy efficiency in schools – P1, P7, Yr8 or above
- Insulate first
- Retrofitting housing vs new builds?
- Gulf stream temperature effects
- World Temperature
- World Population
- Eco-School's Programme
- Coastal cities and islands are at risk of flooding due to rising sea levels
- Climate refugees should be granted access to NI because we have contributed to global warming
- Reconnection with nature helps improve mental health
- History of Climate Change
- Sustainable transport in NI
- One car per family
- Recycling in schools – whose responsibility is it to do it?
- Individual and group actions in NI to combat climate change

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Discussion Prompt Questions

Single Use Plastics are in our waterways and have made their way into our food chains. Who is to blame?

- Do you use single use plastic(SUP)? If so how often?
- What examples of SUP do you use?
- Do you make judgements about people still buying plastic bottled water each day?
- Do you recycle your SUP in school and at home?
- Would you eat your plastic bottle?
- Are you happy that in NI we eat approximately 1 credit card in size of plastic weekly?
- When do you think it is ok to use SUP?
- When is it not ok to use it?
- What are the current laws around single use plastics for consumers and producers?
- Do you feel pressured to stop using SUP from you peers?
- Do you think SUP should be acceptable in all work places?
- Who do you think is to blame for the SUP crisis the producers, consumer or both? Is it more about our consumption rather than how it is packaged?

Climate Action: Can individual climate actions still save our planet or is it now solely a job for the large multinational companies and governments to take action?

- Do you take or make any individual actions to save the environment e.g. use a reusable bottle, meat free days, walking to school, reimagining old clothes etc.?
- Are individual actions suggested to combat climate change such as meat free days still relevant and impactful?
- Whose responsibility is it to stop global warming?
- Do we all have to play our part?
- How does our consumption impact the environment?
- Do you over consume? If so why do you think this is?
- Is it companies fault who market products well to people?
- Who are the top countries and companies releasing greenhouse gases?
- Who are the countries suffering most as a result of climate change?
- Can one person have an impact alone?
- Can we collectively have an impact?

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Role Play - Moral Dilemma

Keep Northern Ireland Beautiful

Key facts and figures for Tackling Textile Waste Project

Fashion Forever Campaign

29th Jan 2021

- Across the UK (including N. Ireland) we buy more clothes than any other EU country. *
- This means we **over consume** and **under use** our clothes.
- We throw away **1 million tonnes of textile waste per year** with 300,000 tonnes ending up in landfill or being incinerated. (UK wide figures) *
- The fashion industry has changed significantly in the last 20 years – we no longer have 4 seasons in one year we have 52 seasons with new clothes appearing in shops/online on a weekly basis encouraging us to purchase more. This is known as “Fast Fashion”.
- **‘Fast fashion’** is a term used to describe a new accelerated fashion business model that has evolved since the 1980s. It involves increased numbers of new fashion collections every year, quick turnarounds and often lower prices.
- The production of “Fast Fashion” has an effect on our environment creating carbon emissions, water, chemical and plastic pollution. *
- Many of the clothes we buy are now produced 1000’s of miles away in Asian markets, including China and Bangladesh. Many have low labour costs and poor environmental governance. *
- Example of the high cost of fashion on our environment – one kilogram of cotton – equivalent to the weight of a shirt and a pair of jeans can take as much as 10 to 20,000 litres of water to produce. *
- According to WRAP – Clothing has the 4th largest environmental impact after housing, transport and food. **
- As a society we now own 5 times more clothing than our grandparents ever did.

Fashion Forever Campaign:

- Managed and coordinated by Keep Northern Ireland Beautiful under our Live Here Love Here brand. It is designed to raise awareness of the growing problem of clothing and textile waste as we consume and throw away more each year.
- Our key message is that unwanted clothing and textile waste should never be put in your bin. It has a value and an opportunity for a second life.
- We want to encourage people to recycle (by this we mean passing onto friends and family, donating to charity when safe to do so, selling online, buying preloved clothes to repairing or reimagining your clothes rather than buying new).
- We also want people to check the labels on their clothes to see where they have been made, what they are made from and consider the environmental impact of their production and transport.

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- Becoming a conscious consumer will help us all make better decisions that support and protect our environment.

*Information from the UK Parliament 2019 - Fixing fashion: clothing consumption and sustainability

**Statistics from WRAP

Useful websites for reports and resources:

www.eco-schoolsni.org

www.keepnorthernirelandbeautiful.org

www.livehereandlovehere.org

www.ecoschools.global

www.fridaysforfuture.org

[YCANI | Polluters Out](#)

[Home Energy Conservation Authority Annual Progress Report 2020 \(nihe.gov.uk\)](https://www.nihe.gov.uk)

<https://www.theworldcounts.com/--live-counter-calculations>