GCSE

3700U10-1

June 2025 and November 2025

ENGLISH LANGUAGE

UNIT 1
Oracy

Non-Examination Assessment

Task 2 – Responding and Interacting

Instructions for Teachers

You are advised to read pages 12–18 of the specification for detailed advice concerning the administration of non-examination assessment.

Stimulus material can be shown to the candidates one week before they complete the task. It will assist them to think of ideas on the topic but they can also refer to other relevant issues not referred to in the stimulus material.

Teachers should collect the stimulus material at the end of each preparation period.

Candidates are allowed to research the topic by using the Internet, read newspapers/magazines or listen to the news.

Candidates should express their opinions on the topic with other members of the group and give reasons for their opinions.

Candidates may refer to personal experiences or other experiences if they are relevant to the discussion.

No scripting of the discussion is allowed – it should be a natural discussion. It must be emphasised that this is not a reading task.

Candidates are allowed to use **brief notes only** with the stimulus material when they complete the task.

The discussion should last 10 minutes.

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Climate change and global warming – is it too late to make a difference?

You have one week to prepare for a discussion on this topic.

In your groups, discuss some, or all, of these points:

- the general public can make a difference to global warming
- the older generation is responsible for the environmental problems
- there is still too much reliance on fossil fuels
- the younger generations have much more commitment to change.

The Earth's average temperature is about 15°C but scientists say temperatures are now rising faster than ever. This is linked to the greenhouse effect, which describes how the Earth's atmosphere traps some of the Sun's energy. Without this effect, the Earth would be about 30°C colder and hostile to life.

Scientists believe we are adding to the natural greenhouse effect, with gases released from industry and agriculture increasing the temperature. This is known as climate change or global warming.

Three countries use more fossil fuels than the rest of the world combined: China, the United States and India.

What can we do to help stop global warming?

You can help by growing your own vegetables and fruits. You can help by planting a tree. Your new plants and trees will help to remove the greenhouse gas CO_2 from the air. If you grow some of your own food, you will also help to prevent more CO_2 from entering the air from the fossil-fuel-burning trucks, planes, and ships that transport your food to you from far away.

Warming of the climate is a fact. Since the 1950s, the atmosphere and oceans have warmed, the amounts of snow and ice have reduced and the sea levels have risen.

According to NASA, nuclear power is the most effective substitute to challenge fossil fuels for future energy consumption. Compared to coal, gas and oil, nuclear power produces hardly any adverse climate effects. More importantly, nuclear power can run much more cheaply than other clean energy forms, such as solar, wind, or hydropower.

Since 2000, parts of the ozone layer have recovered at a rate of 1–3 per cent every ten years. If this rate continues, it is predicted that the Northern Hemisphere and mid-latitude ozone layer will heal completely by the 2030s, with the Southern Hemisphere repaired by the 2050s and Polar Regions in the following decade.

The UN Secretary-General said, "We must be careful not to neglect the ozone layer," as we "rightly focus our energies on tackling climate change". Regenerating the ozone layer has helped curb the effects of climate change.

Greta Thunberg has taken a big slice of the spotlight when it comes to climate change awareness. Her movement of student protests seized news headlines around the world, creating the impression that it is mostly young people who care about climate change. However, a UK survey found that people older than 55 are most likely to do something about it.

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How important is PE in schools?

You have one week to prepare for a discussion on this topic.

In your groups, discuss some, or all, of these points:

- PE is compulsory for all children up to the age of sixteen
- PE should still be taught in gender specific groups
- young people are not active enough outside of school
- taking part is more important than winning.

"PE doesn't stand for Physical Education, it stands for Public Embarrassment," one teenager claimed.

Children in primary schools should be spending an absolute minimum of 75 minutes a week in compulsory PE lessons. Although this may seem like a lot for small children to take part in in one go, when it is broken into two or three lessons throughout the week, it is easy to see how 75 minutes is really not that much – and certainly not enough to keep a child fit and healthy if they are doing no other exercise.

Some people think that contact sports such as rugby should only be played by boys.

Key Stage 3 and 4 pupils should be taught to:

- use a range of tactics to overcome opponents in team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis)
- take part in outdoor and adventurous activities and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- take part in competitive sports and activities outside school

Competitive sports can teach you how to keep your temper and how to respect others. It can help students become good people who can contribute to the community in a variety of ways, whether that is in leadership roles or supporting others. PE is obviously not the only contributor to these skills, but it is definitely something that can bring all of those qualities out.
The key is helping students understand why they are playing a particular sport. Competition can be a crucial element in every adult's life, whether it's going for a job or buying a house. A little bit of failure can be good for you. Competitive sports can help students learn what can go right or wrong and arms them with tactics that they can use to do better in the future.

"PE put me off sports and fitness in general. The kids who needed help were ignored and it was only the ones who were good at PE who were given attention."

Playing video games – good or bad?

You have one week to prepare for a discussion on this topic.

In your groups, discuss some, or all, of these points:

- video games appeal to all ages
- many people think video games are addictive and damage health
- there are many skills developed when playing video games
- video games are antisocial.

For years, a major concern for parents has been that gory games like *Grand Theft Auto* and *Call of Duty* might make children think on-screen behaviour is acceptable. But researchers found no evidence of increased aggression among teens who had spent longer periods of time playing violent video games. However, they did say video games could provoke angry outbursts while playing online.

Video games are commonly played as a group, rather than alone. Whether it's playing video games as a family or children engaging in multiplayer online games, video games are often a social activity. Watching and playing video games as a group can therefore be a reason for friends to relax and socialise together, highlighting the social benefits of playing video games.

Loot boxes are a controversial feature of many video games. When a player purchases a loot box, they only find out what is inside it once they have paid. It may contain a digital prize that's valuable within the game, but equally it may contain nothing useful.
For many players, loot boxes are a bit of fun, a small investment that may have a big reward by increasing their enjoyment of the game. But many parents are distraught that their children have emptied their bank accounts buying box after box in the hope of getting that elusive bit of digital kit to help them progress up the ranks – whether it's in the form of a virtual top football player, or a killer weapon.

Recent research finds that video games can have a positive effect on the brain in more ways than one. It claims that video games improve creativity, problem-solving and multitasking abilities.
This has been supported by a number of surgeons, who say that skills such as precision and repetition are improved by playing video games.

Children and young adults who are seriously addicted to computer games will now be able to get help on the NHS after the launch of the country's first specialist clinic, the new Centre for Internet and Gaming Disorders.
It comes amid growing concerns about the amount of time children and teenagers spend playing online games and the impact it can have on their mental health.
The World Health Organization has recently classified gaming disorder as a mental health condition for the first time.