

Moderators' Report/ Principal Moderator Feedback

Summer 2016

Pearson Edexcel Entry Level
In German (8926)

8924 GERMAN ELC PRINCIPLE MODERATOR'S REPORT 2016

There was evidence of some good work on tasks in all four skills and in coursework tasks

The administration of the exam was not without issues. The following comments highlight aspects that deserve special mention:

1. OPTEMS

These forms were filled in correctly.

2. Candidate Record Sheets

Sometimes tasks had been completed successfully but had not been recorded on the sheet. At other times tasks were recorded as successfully completed when this was not the case. On the odd occasion, a task was recorded twice: this was possibly due to an old version of the Record Sheet being used.

The latest version of the Candidate Record Sheet can be found in the Instructions to Centres booklet on the website at:

<http://qualifications.pearson.com/en/qualifications/edexcel-entry-level-certificate/german.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FForms-and-administration>

3. Assessment Tasks

Most tasks had been marked correctly but on occasions a candidate had been given a mark for the example answer, which is, of course, unacceptable.

One task, B18 (Listening), is comprised of 2 sheets, 18a and 18b. On occasions, only one of the sheets was presented.

4. Coursework

The latest version of the Coursework Coversheet has a space for the candidate's signature. This can be found in the Instructions to Centres booklet; see above.

It should be remembered that each Level requires the same number of coursework tasks to be completed, i.e. one for Level 1, two for Level 2 and three for Level 3.

5. Recordings

Recordings of Speaking tasks were submitted on CD and USB sticks. USBs are more reliable than CDs. They were of a good quality, but there was intrusive background noise in some instances.

General comments

It is important that the various criteria required for the different levels are known and followed. It is also advisable that a greater number of tasks is presented, e.g. 45 instead of 40 for Level 1, 55 instead of 50 for Levels 2 and 3, so that the odd shortcoming does not result in no award.

The Centres that present folders in an exemplary manner do so by arranging the task sheets either in the order A1-32, B1-25, C1-20, D1-15 and E1-21 or by having all the tasks for each skill in the order stated on the Record Sheet.

The Moderator does not want to penalise candidates for a failing in administration by the Centre's teaching staff. The odd oversight is excusable, but significant shortcomings cannot be tolerated.

It is essential that careful reading of the "Instructions to Centres" for syllabus 8926 is undertaken at the outset. See the link to the website given above.

Conclusion

This qualification continues to provide the opportunity to produce work that is meaningful and rewarding.

