

Principal Moderator's Report January 2013

GCSE English Language 5EN03 01

The Spoken Language

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.



Giving you insight to inform next steps

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your candidates' exam results.

- See candidates' scores for every exam question
- Understand how your candidates' performance compares with class and Edexcel national averages
- Identify potential topics, skills and types of question where candidates may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.

Your exams officer will be able to set up your ResultsPlus account in minutes using Edexcel Online.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk.

January 2013

Publications Code UG034437

All the material in this publication is copyright
© Pearson Education Limited 2013

General overview

All of the candidates entered in this series were undertaking the new controlled assessment tasks. It was evident that the vast majority of candidates had been well prepared by centres for this component and produced responses that matched the assessment criteria.

Increasingly, the majority of centres are applying the assessment criteria accurately. Internal standardisation remains a vital part of the process which centres need to undertake, even when relatively small cohorts are involved, as in this series. Attendance at regional standardising meetings by a representative of the English department, preferably the teacher with responsibility for GCSE/KS4, is linked to the internal standardising process. This has always been and remains the reason that Awarding Bodies strongly recommend that time is set aside to ensure robust internal standardising procedures are in place.

Speaking and listening

It is clear that during the moderation visits that have been undertaken by Edexcel centres have, on the whole, applied the assessment criteria accurately when marking the activities observed. In the majority of centres, the Edexcel exemplification DVD has been used to ensure that the assessments of all teachers within a department are standardised. It has also been pleasing to see that the exemplification DVD has been used with candidates as a teaching and learning resource to indicate to candidates the skills required to achieve a particular band.

Centres are reminded that the only tangible 'evidence' available when moderating the speaking and listening activities during the visit to centres are the contemporaneous notes kept by teachers at the point of assessment. Although moderators reported some very good practice in this regard, there was also a concern that in some centres these notes were lacking in detail. It is vital that centres ensure that the record keeping by teachers evidences the judgements made about candidates.

The teacher responsible for speaking and listening within the department must ensure that:

- a robust internal standardising has taken place to guarantee that all teachers are applying accurate standards
- there is sufficient detail in the notes being kept by teachers to justify the marks awarded.

It should also be noted by centres that the updated cover sheet used for this series asked centres to explain any differences in the marks awarded for the speaking and listening controlled assessment tasks and the written controlled assessment tasks. Centres are expected to provide some detail in the explanation for these differences.

Spoken language study

This task is becoming increasingly well taught by the majority of centres. Most candidates performed well with the new tasks for this series. Many candidates understood how language changed according to purpose and explained clearly how the language worked. Where centres chose to produce or provide their own resources, most made suitable choices. However, in some centres the choice of resources

occasionally limited candidates' access to the full range of assessment criteria and consequently the full range of marks. Examples of limited resources included:

- examples of political speeches that were crafted by speech writers and, therefore, not spontaneous. This limited the candidate's ability to comment effectively on bullet point 2 and 4 in the assessment criteria
- scripts from television soaps. Again it should be noted that this is not spontaneous speech.

It is important for centres to understand that the task must involve spontaneous spoken language, not spoken language that has been edited in order to imitate spontaneous spoken language.

It was pleasing to note that there was less evidence of candidates having an over-reliance on technical vocabulary, which can often hamper achievement. Candidates should avoid an over-reliance on technical vocabulary, which they do not fully understand. There was increasing evidence that where technical vocabulary was being used it was integrated into analysis of the data and did not simply become feature spotting. Some candidates found that the PEE model of analysis was useful and helped avoid feature spotting.

Candidates should also avoid writing a commentary about the chosen spoken language, explaining what is happening rather than looking at how the speakers are using language in a dynamic situation. This highlights a key area for focus when responding to this task: the fourth bullet point in the assessment criteria asks for an understanding of the ways in which language use and language choices may influence other speakers and listeners.

The sources that the candidates use for their two examples of spoken language should be identified in the response and, if they are the centre's own resources, these must be included with the moderation sample.

Higher marks were achieved if candidates *analysed* their chosen examples rather than just *describing* features of them. Some centres were rather generous in their interpretation of *assured* and *perceptive understanding*, awarding marks in Bands 4 and 5, where moderators felt these responses were showing *clear understanding* – a Band 3 criterion.

While candidates need to respond to two pieces of data, they are not required to make comparisons as this is a requirement of Unit 1. Some candidates found it useful to scaffold their response by using similarities and differences, but comparison must not become a primary purpose of the responses, as there is not credit for it in the assessment criteria. There was evidence from the responses from some candidates that they disadvantaged themselves by trying to force comparisons from their material.

Writing for the spoken voice

Centres were more confident assessing their candidates' writing for the spoken voice because they were familiar with this style of writing. There was a wide range of interesting responses to the tasks set by Edexcel. Many candidates produced compelling, high quality writing that was a pleasure to read.

The most popular response was that of writing a podcast. There were still a number of candidates who responded to the task by writing a discursive piece rather than making it explicit that there was a 'listening' audience. Where this was the case, the candidate found it difficult to demonstrate a clear sense of purpose. However, the task seemed to lend itself to a sense that there is a 'listening' audience and this was evident in the majority of responses.

Teachers should remind their candidates that, although this task can be interpreted quite openly, it is *writing for the spoken voice*, and that criterion must be borne in mind throughout the candidate's preparation. It was helpful for candidates if they clearly identified the listening audience in their task title or made it clear in their opening remarks. Where candidates understood the purpose, they were able to produce responses that demonstrated all the skills in the assessment criteria.

The next most popular task was the short story in which dialogue was a key feature. Candidates who did tackle this task often produced interesting and lively responses with a strong focus on the writer's purpose and audience. However, a minority of candidates wrote a narrative piece with very little direct speech included. As this writing response is for the spoken voice, this type of narrative writing with little direct speech did not meet the fulfilment of the writing task for purpose and audience bullet of AO4(i) and (ii).

The choice of writing a script was the least popular. However, where this was attempted there were some very good responses. The best of these placed the response in context, indicating the audience the response was intended for.

Most centres interpreted and applied the marking criteria accurately and consistently for AO4(i) and (ii). Assessment criteria for AO4(iii) were applied consistently in most cases but some centres were lenient. For high achieving candidates in Bands 4 and 5, some centres tended to award 6 or 7 marks where there was clearly not enough evidence of using punctuation devices with precision and sophistication, and for deliberate effect, whilst in some centres there was a clear reluctance to award 7 marks if only minor errors had occurred.

Administration

On the whole, the administration of this unit was undertaken with diligence. However, a number of issues were identified:

- In addition to the selected sample on Edexcel Online the top and bottom candidates must be added.
- The sources used for the Spoken Language Study should be submitted with the moderation sample.
- In the first instance, moderators are looking to confirm the marking of centres. Annotations and summative comments are helpful in letting the moderator see where the teacher has awarded marks. As the pieces are controlled assessment tasks, the comments on the body of the script should be addressed to the moderator, not the candidate. These comments should be drawn from the assessment criteria and help the teacher place the response into the appropriate band. It is of very limited help to the moderator if the annotations are only a phrase from the criteria, such as 'language influence', 'language choices' or 'purpose and audience' without a modifier taken from the assessment criteria, e.g. 'clear sense' (Band 3) or 'secure sustained' (Band 4).
- Where there is more than one teacher in the centre it is a requirement that internal moderation takes place; clear evidence of this internal moderation should be included in the sample of responses.
- Care should be taken when completing all parts of the cover sheet: centre and candidate details; separate marks and correct mark total; the marks on the cover sheet match the marks on the candidate's work; the total mark matches the one put into Edexcel Online.
- Moderators appreciate well organised folders which are easy to navigate. Treasury tags should be used to keep work in order, as individual work which is either sent as a series of loose leaf pages or contained inside plastic wallets can easily become separated during moderation.

Paper summary

Based on their performance on this paper, candidates are offered the following advice.

For spoken language study

- There is no specific requirement to compare the data in this unit – comparison is assessed in Unit 1: English Today.
- It is important to understand that the task must involve spontaneous spoken language.
- The response should show that the candidate has engaged with the data looking at how the speakers are using language in a dynamic situation.
- The response should show an understanding of the ways in which language use and language choices may influence other speakers and listeners.
- Points should be supported with carefully chosen exemplification.

For writing for the spoken voice

- Responses should have a clear sense of audience and purpose.
- Although the task can be interpreted quite openly, it is writing for the spoken voice, and that must be borne in mind throughout the candidate's preparation. It was helpful for candidates if they clearly identified the listening audience in their task title or made it clear in their opening remarks:
 - When writing a podcast the response must demonstrate a clear sense that there is a listening audience.
 - Dialogue must be a key feature in the short story.
 - When writing a script the candidate should indicate the audience and purpose the response is intended for.
- Responses should show control and manipulation of sentence structures for effect, and a wide range of vocabulary choices.
- Responses are marked for content **and** accuracy – careful proof reading can pick up errors and improve marks.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG034437 January 2013

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
■■■■■■■■■■



Llywodraeth Cymru
Welsh Government

