

Moderators' Report/  
Principal Moderator Feedback

November 2013

Pearson Edexcel GCSE in  
English Language (5EN03)  
The Spoken Language

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## **Grade Boundaries**

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## General Overview

### Unit 3 comprises:

#### **Speaking and Listening Tasks** (48 marks available):

Three Speaking and Listening activities which are internally assessed and externally moderated: Communicating and Adapting Language (16 marks available), Interacting and Responding (16 marks available) and Creating and Sustaining Roles (16 marks available). This work is moderated separately from the two pieces of written work.

ii. Two pieces of writing which are internally assessed and externally moderated (48 marks total available):

**One Spoken Language Study:** (24 marks available) a commentary on two examples of spoken language which the students have chosen and studied in advance. The students have two hours to produce a piece of writing of up to 1000 words.

The students need to exemplify and demonstrate their understanding of:

- The way spoken language works
- How language changes according to context
- The ways in which language use may influence other speakers and listeners.

**One Writing for the Spoken Voice task:** (16 marks available for A04 i and ii and 8 marks available for A04 iii technical accuracy). The students have two hours to produce a piece of writing of up to 1000 words.

The students need to:

- Express ideas that are relevant
- Have a clear sense of purpose and audience
- Select vocabulary for effect
- Organise their writing appropriately
- Students must also use accurate spelling and punctuation and demonstrate a range of sentence structures.

### Spoken Language Study

Students engaged well with the tasks set by Edexcel for November 2013 entry which were: using two examples of spontaneous spoken language, comment on how the speakers adapt their language to different situations OR comment on how the language is used in two different regions.

Most students performed well against the Spoken Language Study assessment criteria; the first task option was the most popular. Most students understood how language changed according to context and explained how language worked in their chosen transcripts.

Most centres used the resources produced by Edexcel which allowed full exploration of the assessment criteria. Some centres provided their own well-chosen resources which also allowed students similar scope: popular

transcripts were interviews with Mo Farah, Jeremy Paxman interviewing Dizzie Rascal, excerpts from Educating Essex and The Apprentice and cookery commentaries from Jamie Oliver and Nigella Lawson.

A few centres, however, provided their own resources which did not allow students to explore all of the Spoken Language Study assessment criteria fully: scripted presidential inauguration speeches and lines from scripted television series did not contain spontaneous spoken language features which could be analysed successfully by students.

There is no need for comparison of the source material for the Spoken Language Study. Some students made comparison of the sources their focus rather than providing an analysis of how language was adapted in each source. One centre had over-assessed students taking a comparative approach to the task: the quality of the unnecessary comparison seemed to have been rewarded rather than the quality of the students' understanding of language choices.

Some students relied on identifying or "spotting" features of spoken language; they cited a wide range of technical vocabulary, without analysing why these features had been used and what effects they might have achieved.

A few centres tended to slightly over-reward at the top end of the range and on band boundaries, awarding students marks in Band 5 for "perceptive understanding" where Band 4 "thorough understanding" was exemplified and for Band 4 which require 'assured understanding', where students' work demonstrated Band 3 'clear understanding'. Conversely, at the lower end of the mark range a few slightly under-rewarded responses were evident.

Moderators commented that students were more confident in using exemplification in support of points this session.

### **Writing for the Spoken Voice**

Students engaged well with the tasks set by Edexcel for November 2013 which were: write a script for a monologue/radio drama/TV soap (30 seconds-2minutes of spoken language) OR the text for a podcast (up to 1,000 words) for an audience of your choice on a topic that interests you OR a short story (up to 1,000 words) in which character is developed through dialogue.

The range of Edexcel tasks allowed centres to select appropriately for their candidature. All task options were responded to and students produced some very interesting writing. In the November 2013 session the Podcast option was the most popular and often most effective choice as students were able to research and write about their own interests and to adopt registers appropriate for their intended audiences. Centres were confident in assessing their students' Writing for the Spoken Voice. Generally students had engaged really well here with their chosen task and strong voice, sustained focus and awareness of audience and purpose were centre

strengths. The narrative option, where character is developed through dialogue, was quite popular and a range of devices were consciously and successfully used.

Moderators noted some excellent examples of monologues which demonstrated a sophisticated understanding of the nature of spoken language; the best examples were where students had received clear instructions about audience and purpose. It is helpful for the student while writing and for moderation if students identify their intended audience on the controlled assessment cover sheets.

Moderators also noted some examples of unsuccessful writing: academic essay style responses posing as monologues or podcasts which did not have a purpose or audience and might have drawn heavily from researched material. Students did not always demonstrate an understanding of the conventions of their chosen genre.

Centres understood the assessment criteria and had communicated this to their candidature; it was possible for moderators to see that the students knew how to achieve within a particular mark band.

Although centres have no obligation to annotate scripts, those which did were able to make the moderation process so much more effective and to make their centre method of marking transparent. Summative comments and annotations also continue to demonstrate that individual teachers are secure in their understanding of how to apply the assessment criteria for the Spoken Language Study and for Writing for the Spoken Voice.

The Spoken Language Study and Writing for the Spoken Voice tasks were accessible at all levels of candidature but total marks tended to bunch at 33 and 43 and few marks were submitted outside of these ranges which seemed to be a feature of this November 2013 entry.

### **Administrative issues**

Centres are asked to send the work of the highest and lowest (1A) students to the moderator in addition to the selected sample.

Moderators greatly appreciate summative comments and annotations on the controlled assessment responses; please note that comments should be addressed to the moderator and not the student.

Clear evidence of internal assessment aids the moderation process.

Moderators appreciate work which is fastened with treasury tags.

### **Advice for future sessions Spoken Language Study**

There is no requirement to compare the two sources.

Chosen sources should comprise spontaneous speech situations.

### **Writing for the Spoken Voice**

Ask students to indicate audience and purpose and to demonstrate this within the response.

Encourage students to proof read their responses before submission.

Ofqual



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