

Moderators' Report/  
Principal Moderator Feedback

January 2012

GCSE French (5FR02) Paper 2A

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January 2012

Publications Code UG030459

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It was pleasing to report that there were an increasing number of Open Interactions submitted. Although many of these were mainly based on those supplied by Edexcel rather than centres using their own, there is recognition that these are very accessible to candidates as an extended role-play. Candidates had varying degrees of success mainly due to the fact that they failed to take the initiative during the task and relied on the teacher-examiner to sustain the interaction. It should be noted that in the most successful open interactions, teacher-examiners encouraged candidates to ask questions at appropriate times throughout the task to promote greater spontaneity rather than as an add-on at the end. Centres are reminded that there is an expectation for candidates to ask questions and that failure to do so, will lead to candidates losing marks within the Content and Response section of the assessment criteria.

The most successful performances were again in this series, presentations or picture based discussions where each individual candidate presented a topic of their own choice in their own way. These were often enhanced by skilful and appropriate questioning from the teacher-examiner who allowed the candidates the opportunities to fulfil their potential in line with the examination criteria and score high marks.

Less successful tasks were often those where there was a lack of individuality of topic and response. Questions were often too similar and unfortunately, all too often, the responses of candidates. This is against the spirit of the specification and often put candidates at a disadvantage where there was either insufficient challenge for some candidates or the questions were over ambitious for others. In both cases where this did occur there was a lack of spontaneity and insufficient interaction between the teacher-examiner and the candidate.

In order for candidates to score highly centres are reminded that there should be a variety of questions asked within the task types and these should be in response to candidates' replies, rather than a set list of questions, in order to elicit good interaction and spontaneity within the tasks.

Tasks need to last for between 4 and 6 minutes. At most centres, work submitted was in line with these requirements. It is rarely to the candidates' advantage to let them continue for longer than this. Where submissions are less than 3m 30 there is a deduction of 2 marks for Content and Response.

Presentations should last for at least 1 minute but candidates should be advised not to spend too long on the presentation as this may mean that there is less time for the more interactive part of the task.

Centres are reminded that each candidate must attempt two different task types. Although centres are not obliged to record all tasks, centres are encouraged to record enough of each task type so that they have samples to satisfy the requirements of the specification. To this end, centres must provide at least two different task types for moderation. If a centre has used three different task types the sample must include each of these types and include extra candidates within the sample if necessary. Many centres have decided to record all candidates in order to make sure that they can

satisfy the requirements of providing samples for moderation. Unfortunately there were once again a number of centres who submitted only one task type for moderation necessitating further recordings to be sent.

Where centres have withdrawn candidates indicated in the sample they should include other candidates to make up the sample.

Samples must include work from the highest and lowest scoring candidate.

A copy of the task or stimulus for each sampled candidate should accompany samples although there is no need to send multiple copies of the task and stimulus if it has been used for more than one candidate. There is no need for centres to send student checklists or mark recording sheets with the samples for moderation.

Centres are asked not to use more than one method to record assessments. There were fewer centres that opted to record performances on cassette. Increasingly many of these samples suffered from poor recording clarity due to the cassette tapes being re-used from previous examination series. This can affect the moderation of candidates where it is difficult to hear what is being said.

Centres are encouraged to use CD or USB memory sticks for recording samples. These should be recorded as mp3 files or audio CDs so they may be played on CD players as well as computers. There are many free programs that can be downloaded to facilitate this.

All CDs or cassette tapes and their boxes should be appropriately labelled and have inserts with candidate information and the order of recordings. USB sticks should be accompanied by candidate information.

The sample sent to the moderator should include the Candidate Record sheet (CM2) with the authenticity statements signed by both the candidate and the teacher-examiner. These procedures are signposted in the Administrative Support Booklet (ICE), which is available on the web site, and without these signatures the work cannot be moderated. Each candidate may also complete a CA2 form on which the candidate is allowed to write 30 words and draw up to 5 small pictures to help them during the task. These forms should be enclosed if used. If not, there is a section on the CM2 which should be completed to indicate this to the moderator. There is no compulsion for the whole centre to complete or not complete CA2 forms, it is up to individual candidates.

**Each paper, 2A and 2B, is marked out of 30 in its own right. These marks should not be added together. Each mark out of 30 should be entered onto the appropriate OPTEMs form.**

It is important that centres use the most up-to-date forms and teacher-examiners should regularly check the web site to ensure that they have these. The candidate record sheet was changed following the June 2011 series of the examination and the new version (CM2) can be found in the

appendices of the Administrative Support booklet and should be used in all forthcoming series.

The Administrative Support Guide (ICE) is available on the Edexcel website on the GCSE 2009 French homepage. This contains all of the information needed by centres to ensure that they send the correct materials to their moderator.

Each paper, 2A and 2B, is marked out of 30 in its own right. These marks should not be added together.

Centres should take care to ensure that these are recorded accurately. If there are any errors in the addition, or changes have been made following an incorrect submission of samples, it is the responsibility of the centre to contact Edexcel Online to amend these.

### **Marking**

In the Content and Response section centres have a tendency to overvalue the performance of candidates who appear to say quite a lot, but have mostly repeated much of what the teacher-examiner has said, through a series of closed questions and total reliance on the teacher-examiner. Moderators are looking for candidates to produce their own language throughout the task or manipulate the language used by the teacher-examiner to make it their own.

It must be remembered that the assessment criteria are marked globally and that the ability to interact well with the teacher is necessary to attain above the middle mark bands. All too often this section was overvalued where there was a lack of interaction and it merely consisted of a question and answer session. In extreme cases there was also evidence of mini-presentations in response to questions which similarly did not allow for good interaction. Teacher-examiners are encouraged to follow the responses of candidates carefully and respond to candidate's responses in continuing the task rather than follow a pre-determined set of questions. This will allow candidates to reach their potential and the higher mark bands.

Accuracy and Range of Language are dependent on the amount of French conveyed by the candidate and it is unusual for a candidate who scores in the lower ranges in Communication to score highly for in these sections as there is not the breadth of language required.

Centres are reminded that to reach the 5 mark band for Range of Language there is a requirement to produce unambiguous use of different verb tenses and a range of structures including subordination. It is also important when deciding on a mark for Accuracy that the mere absence of error does not mean that the candidate can score highly, there must be an attempt to use more complex language and the candidate's pronunciation and intonation must be generally good.

Within the 3 - 4 mark band for both these sections there is the principle of best fit and that whether it is 3 or 4 will be judged by also looking at the mark band above and below.

Moderators reported that although there were some centres where there was inconsistency between the marking of teacher-examiners, performances were generally overvalued throughout a centre rather than any great inconsistency. Where this did occur it was often due to different task types being assessed by the moderator. It is important for centres to understand that they need to standardise, not just the performances across a number of teachers within individual task types, but also across different task types since moderators look at all the task types undertaken. The following checklist is given to aid centres in their administration of the unit.

- All candidates must attempt two different task types
- Centres must include examples of each of the task types used within the centre
- Each task is out of 30 and the mark awarded for each should be entered on the appropriate Optems form
- Candidates are only allowed to write up to 30 words on CA2 form
- All CDs etc should be labelled with Centre Name and Number with Candidate Names and Numbers
- All boxes should be labelled as above
- All task titles and associated stimulus material must be included with the sample.
- The tasks have time limits to be observed. Tasks should last between 4-6 minutes – there are mark deductions for short tasks.
- Introductions of candidates should be effected as briskly as possible in the interests of allowing the candidate to begin speaking.
- Centres should adhere to the time limits for sending materials to moderators.
- All samples should be appropriately packed with suitable padding and Edexcel polybags used to avoid damage in the post.
- The microphone should favour the candidate rather than the teacher-examiner.

Centres should be aware that using cassette recorders with automatic recording levels can result in candidate details being inaudible.

### **Conclusion**

Moderators wish to thank centres who submitted work for this series of the examination. This is an exciting unit which allows the candidate to show what they can do in the target language using a variety of tasks which interest them.

## GCSE Modern Foreign Languages – Main Taught

### Unit 2: Speaking Marking principles

Tests which are **too short**: < less than 3'30" - so 3'29" is too short

- Automatic deduction of 2 marks on the Content and Response grid.
- There is no penalty applied to either Range or Accuracy.

Test which are **too long**: > more than 6 minutes

- Stop listening and assessing at the end of the first sentence after 6 minutes have elapsed

Test which are **a monologue** and have no interaction

- No more than 7 for Content and Response
- There is no penalty applied for either Range or Accuracy

#### Open interaction tasks only

- Candidate asks only one question – deduct 1 mark from the Content and Response (where two or more questions are clearly required)
- Candidate asks no questions – deduct 2 marks from the Content and Response.

There are no penalties on the other two assessment grids.

There is an expectation in this task type that the candidate will ask the TE questions since it is a transactional task type. Although interaction is important in all three task types, there is no requirement for candidates to ask questions in the Presentation and discussion or in the Picture-based discussion task options.

#### Presentation and Discussion

- The presentation must last between 1 – 3 mins (max). If the presentation is shorter than 1 min deduct 2 marks for Content and Response.

Marks for content and language are awarded discretely – i.e. if a candidate scores 8-11 for content, there is no imposed ceiling on either of the other assessment boxes for range or accuracy.

These are the only penalties to be applied. Pro-rata calculations from other specifications or languages should not be used.

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Order Code UG030459 January 2012

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