

Moderators' Report/ Principal Moderator Feedback

June 2011

GCSE Italian (5IN02) Paper 2A

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Unit 2: Speaking

For most centres, this was the first experience of the new GCSE.

Choice of tasks

The oral exam consists of two tasks (2A and 2B). They can be based on the same topic (but not on the same experience within that topic), or on different topics. The choice of topics is: Media & culture, Sport & leisure, Travel & tourism, Business, work & employment, or a centre-devised option. The first three were by far the most popular. Very few centres devised their own topics.

Marking

Both task 2A and task 2B are marked by TEs, according to Assessment criteria under three headings: Content & Response (mark out of 18), Range of Language (mark out of 6) and Accuracy (mark out of 6).

There are three task types: open interaction, presentation and picture-based discussion. Centres can use open interactions suggested by Edexcel, or create their own. The task type for task 2A must not be the same as for 2B. The stimulus for task 2A must be forwarded to moderators. Few centres doing open interactions opted to design their own. In a small number of centres, candidates wrongly did the same task type for 2A and 2B. Many centres did not provide the stimulus used for task 2A.

Centres are requested to send at least two task types for moderation; not all candidates should do the same task type for task 2A (for example, they should not all be picture-based discussions, but a mix of open interactions and picture-based discussions, or any other permutation).

The majority opted for picture-based discussions and presentations, whilst some had open interactions as one of their choices.

Unfortunately, many centres used only one task type for task 2A, which does not comply with the regulations.

Conduct of the exam

Both tasks should last between 4 and 6 minutes, and should be conducted in controlled conditions. Task 2A must be recorded for moderation purposes, on clearly labelled cassettes, CDs or memory sticks.

Most centres kept within the time limit. It is important to do so, since tests that are too short have marks deducted, whilst those that are too long run the risk of not having covered the task fully in the first 6 minutes.

CDs were the preferred recording method. Most Teacher Examiners had labelled them clearly; those who had not made it difficult for moderators to find the tests they needed to listen to.

Whatever the task undertaken, the focus is on communication. In order to obtain the highest marks, a genuine dialogue with unpredictable questions must take place. Overall, this was achieved more successfully with open interactions and picture-based discussions than with presentations. Most students doing open interactions were able to answer and ask questions appropriately.

The majority of candidates who had brought a picture gave a lot of interesting details about it and the stories behind it, using a wide range of vocabulary and structures.

Although some presentations gave rise to interesting exchanges between Teacher Examiner and candidate, too frequently students had learnt a presentation by rote and some had over-rehearsed possible questions and answers, leading to a less effective performance.

Moderators were pleased to report that overall, candidates had been well prepared and performed capably. As one of them put it: *"Marking was a pleasure this year, with candidates having so many interesting things to say."*

GCSE Modern Foreign Languages – Main Taught

Unit 2: Speaking

The following general marking principles are offered as guidance on the application of the mark scheme. They were used by Moderators this summer and show how the mark scheme should be applied to different scenarios that arise during the conduct of the oral.

Tests should last between 4 and 6 minutes.

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 adjustment applied to either Range or Accuracy.

Test which are too long: > more than 6 minutes

- Once the 6 minutes have passed, stop listening and assessing at the end of the next sentence.

Test which are a monologue and have no interaction

- Candidates cannot score more than 7 marks for Content and Response.
- This does not affect the marks for either Range or Accuracy.

Open interaction tasks only

- If a candidate asks only one question in a task that requires 2 or more – deduct 1 mark from the Content and Response.
- Candidate asks no questions during the task – deduct 2 marks from the Content and Response.

The other two assessment criteria will not be affected. 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.**

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

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.

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

Grade boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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