

Moderators' Report/
Principal Moderator Feedback

Summer 2016

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in Italian (5IN02/2A)
Paper 2A: Speaking in Italian

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GCSE Italian
Unit 2 Speaking in Italian
Moderator Report

Foreword

The overall standard of candidates entered this session was, like previous years, very high. In the words of one of the Moderators, it is *'always a pleasure to moderate this paper. Apart from just a small handful of Centres, candidates were well prepared and gave individual responses. Just a small number delivered pedestrian replies and lacked any spontaneity.'*

Teacher-Examiners play an important role to ensure that their students achieve the best possible results. Those who encouraged their candidates to speak spontaneously and answer genuinely unpredictable questions gave them the opportunity to shine. Conversely, those who allowed their candidates to recite pre-learnt material or asked them all the same questions prevented them from obtaining the highest scores.

'There are centres that seem to ask the same questions to all candidates and there is not real interaction, although the candidate may be quite capable of it. There are other centres where most candidates may do the same presentation (e.g. school life) but the discussion that follows is different in each case and is prompted by what the candidate says, so it becomes truly interactive and spontaneous. These are a pleasure to listen to.'

Moderators noted a continuing improvement in the centres' administration of the tests. It was again, however, the area where most problems arose. This qualification has been in place for many years now and it seems strange that so many errors still occur. Examination officers are urged to ensure that the Teacher-Examiners in their centres are aware of the instructions published on the Edexcel website and read their online E9 reports.

Mistakes were a source of frustration: not only did they waste the Moderators' time but more sadly, they often negatively affected the candidates' marks.

Choice of tasks

The most popular topic was Travel & Tourism, closely followed by Sport & Leisure and Media & Culture and Business. Work & Employment was the least frequent choice.

Moderators reported that many centres had sent only one task type for moderation: *'Sometimes, centres were confused by the difference between "task" (2A or 2B) and "task type" (Open interaction etc.); they knew they had to record just one task, and thought they could submit only one task type, even though the guidelines say differently.'*

Whilst most centres opted for Picture-based Discussions and Presentations and Discussions, those choosing the Open Interactions were on the increase this session.

Picture-based Discussion

In many cases, the Picture-based Discussions produced spontaneous exchanges. Teacher-Examiners who asked unpredictable questions based on what the students had said encouraged interesting discussions with extended replies, thus helping their candidates qualify for the highest Content & Response marks.

One frequent issue was centres not complying with the instruction to enclose either a picture or a description of it.

Presentation and Discussion

The presentation must last between one and three minutes, leaving sufficient time after the presentation to allow a natural conversation (with unpredictable elements) to develop.

This was often, but not always, respected. Some tests consisted of a presentation alone, whilst others skipped the presentation altogether, both leading to a loss of marks for the candidate.

Candidates who were reciting a pre-learnt text could not achieve the highest scores.

Open Interaction

The Open Interactions should be based on realistic transactions giving rise to genuine dialogues.

Unfortunately, some did not: *'In some cases Open Interactions sounded like a rehearsed teacher-prompted monologue rather than a real interaction'*.

In the stimulus used, that centres are instructed to send to the Moderator, candidates must be clearly instructed to ask questions. When they failed to do so, the Content & Response mark was reduced.

Conduct of the tests

In a huge majority of centres, the tests were conducted correctly, helping the students to show off their skills. Most candidates were obviously involved in their choice of topic and could speak about it enthusiastically.

'Most assessments were well conducted, the candidates were well prepared with the TE being very encouraging and reassuring. In most cases, the tasks set were suitable for all candidates. The majority of TEs challenged the candidates with a range of appropriate questions using different tenses and structures. The overall timings of most orals were accurate.'

These Teacher-Examiners are to be praised on the way they ran the examinations.

Application of mark grids and marking principles

Moderators reported that, apart from very rare exceptions, the Teacher-Examiners had applied the marking criteria appropriately and were within the standards set by the examination board.

A few, though, seemed unaware of the Marking Principles to apply alongside the Assessment Criteria: the Content & Response mark was reduced when a whole test or a presentation was too short, or when a candidate asked no questions in an Open Interaction, or when there was no genuine dialogue.

Administration

OPTEMs

Most centres sent the correct copy of the 2A OPTEMs with their samples (each copy of the OPTEMs states whether it should be retained by the centre or where it should be forwarded).

Moderators reported occasional errors in the transfer of marks from the CM2s to the OPTEMs.

Sample

The sample must include not only the candidates highlighted with a * on the 2A OPTEMs, but also the highest and lowest marked candidates' tests. Very few centres omitted to do this.

CM2 forms

All but a few centres completed the CM2 mark sheets accurately.

When the declaration had not been signed by both the Teacher-Examiner and the candidate, the centre had to be contacted, which delayed the moderation process.

CA2 forms

Most centres where CA2 note forms were used enclosed them, as required.

Stimuli

An outline of the task for Presentations and Discussions and Picture-based Discussions is helpful for Moderators. For Picture-based Discussions, a copy of the picture or a description of it on the CM2 is required. For Open Interactions, the stimulus is essential for effective moderation.

'Centres were much more consistent in attaching an image or writing a description when they selected the Picture-based Discussion. The major issue was the many instances of Centres choosing the Open Interaction option and not submitting a stimulus, which made it more difficult know which questions were unpredictable.'

Recordings

Only task 2A must be recorded.

The use of CDs and USB sticks improved the sound quality and, provided the labelling was done clearly, made it easier for individual tests to be located.

'Many centres submitted recordings for all tasks the candidates had completed: in most cases this was clearly indicated on the CD/USB, in other cases it was difficult to identify the correct recording for the 2A task. On the whole, the quality of the recordings was excellent.'

Conclusion

For all those moderating this paper, it is uplifting to hear so many enthusiastic students, trained and encouraged by their teachers, expressing themselves in Italian on topics of interest to them.

'Candidates generally performed better when speaking about something personal to them like: family, school or leisure time'.

Grade Boundaries

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>