

Moderators' Report/  
Principal Moderator Feedback

Summer 2014

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

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**GCSE Italian**  
**Unit 2 Speaking in Italian**  
**Moderator Report**

It is pleasing to be able to report an overall excellent standard for this unit. This comment from one moderator echoed what all reported: *'There were some excellent performances this year. Teacher-Examiners developed the candidates' work with very open-ended questions, which enabled candidates to go into greater detail with their responses, thus using a much greater range of language. Some really natural conversations were produced and were a pleasure to listen to.'*

Most candidates were well prepared and showed a high level of competency, using a wide range of appropriate vocabulary and structures and a variety of tenses. The best results were achieved when teachers encouraged their students to speak spontaneously and answer unpredictable questions.

Although all moderators mentioned there had been a slight improvement in the centres' administration of the tests, there were still problems with a large number of centres and sorting out errors was time-consuming. It is hoped that, in preparation for next year's session, Teacher-Examiners will take heed of the online feedback report for their centre and go through the guidance for the administration and conduct of the oral tests on the Edexcel website.

**Choice of tasks**

The topics of *Media & Culture*, *Sport & Leisure* and *Travel & Tourism* remained the most popular and *Business, Work & Employment* the least. When centres devised their own option, *School* was often chosen. More centres than last year ensured that they sent more than one task type for moderation as required.

Although, like last year, most centres opted for Picture-based Discussions and Presentations and Discussions, there was a marked increase in the number of Open Interactions.

Picture-based Discussion

Many Picture-based Discussions produced interesting exchanges. Teacher-Examiners who encouraged spontaneous discussions based on the pictures helped their candidates achieve the highest Content & Response marks. This was the case in most centres, however some issues were reported. In many cases the questions following the presentation of a picture did not expand or were unrelated to it, which means that the Picture-based Discussion was treated just like a Presentation and Discussion.

## Presentation and Discussion

On the whole, centres maintained a healthy balance between the presentation section and the discussion section of the task. The presentation must last between one and three minutes and Teacher-Examiners must bear in mind that after the presentation, there should be enough remaining time to allow a genuine conversation (including unpredictable elements) to take place.

However, this was not always the case. With the Presentation and Discussion task, many centres are still allowing the candidates to deliver the full 3 minutes of presentation with a very short follow-up discussion, which limits the natural interaction.'

Moderators reported a large number of over-rehearsed Presentations and Discussions. One said: *'Overall I felt that a lot of the candidates' recordings lacked spontaneity and that they knew exactly what they would be asked. However, there were centres that demonstrated excellent discussions that flowed well and were clearly unrehearsed, but where the candidate was simply well prepared.'* Needless to say, Teacher-Examiners who encouraged spontaneity helped their candidates achieve higher scores.

## Open Interaction

A majority of the centres choosing Open Interactions used the Edexcel set tasks, sometimes with adaptations.

Most of the Open Interactions offered natural and relevant performances, based on a transaction giving rise to an interactive dialogue. However, in some cases, candidates had not been instructed to ask questions, which impacted negatively on their Content & Response mark. Although the Open Interaction was the least popular of the tasks, some centres had devised some very amusing and interesting tasks which enabled candidates to use some excellent Italian. Unfortunately, questions from the candidates were not always encouraged, thus leading to a loss of marks for some otherwise excellent candidates.

## **Conduct of the tests**

The tests were generally well conducted, very few not adhering to the time limit of 4-6 minutes.

Most candidates had chosen a topic that obviously interested them and were well prepared and competent.

Teacher-Examiners have a vital role to play, enabling their candidates to achieve their potential. Most did this very well and the Teacher-Examiners are to be congratulated on the efficient and sympathetic way in which they allowed the conversations with the students to develop. Candidates on the

whole were well trained and showed a good knowledge of the language and its structures.

### **Application of mark grids**

Moderators stated that, apart from very rare exceptions, the Teacher-Examiners' marking was in line with the standards set by the examination board.

When it was not, the cause seemed to be a lack of awareness of the Marking Principles (to consult alongside the Assessment Criteria) stipulating that the Content & Response mark is reduced when a test or a presentation is too short, or when a candidate asks no questions in an Open Interaction.

### **Administration**

#### OPTEMs

This year, a marked improvement was noted: most centres sent the correct copy of the 2A OPTEMs with their samples (there is an indication on each copy of the OPTEMs stating 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 an asterisk (\*) on the 2A OPTEMs, but also the highest and lowest marked candidates' tests.

Moderators had to contact a number of centres to obtain these, when they had been omitted.

#### CM2 forms

All but a few centres used the correct CM2 mark sheets and most completed them accurately.

When either the Teacher-Examiner, the candidate, or both, had not signed the declaration section, the centre had to be contacted, which delayed the moderation process.

#### CA2 forms

As happened last year, many centres did not include any CA2 candidate note forms, nor did they tick the relevant box on the CM2s to indicate their candidates had not used them.

#### Stimuli

For effective moderation, it is useful to have an outline of the task for Presentations and Picture-based Discussions.

For Picture-based Discussions, a copy of the picture or a description of it on the CM2 is essential. So is the stimulus for Open Interactions; this should detail the transaction and encourage the candidate to ask questions. Whilst most moderators noticed an improvement on this point, some still found it a major difficulty.

### Recordings

All recordings were on CDs and USB sticks rather than cassettes this year, which resulted in better sound quality and made it easier for moderators to locate the tests they needed to listen to.

There is still room for improvement though and centres should check the recordings before sending them off for moderation.

Most centres sent recordings for task 2A only, but some sent recordings for both tasks 2A and 2B which were not clearly marked and time consuming to sort out. Some centres sent recordings for all their candidates and it was time consuming to check which candidates needed moderating. Centres only need to send a recording of Task 2A for the sampled candidates, plus the candidate with the highest, and lowest, mark.

### **Conclusion**

In spite of the many administration problems, it is always uplifting to hear so many students, encouraged by their teachers, expressing themselves in Italian with enthusiasm. Most candidates again seemed genuinely interested in their chosen topic and were on the whole well prepared and competent. There were a pleasing number of spontaneous and interactive dialogues and genuine interchange of opinions.

## **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>

