

Moderators' Report /  
Principal Moderator Feedback

Summer 2012

GCSE Urdu (5UR02) Paper 2A

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code UG033182

All the material in this publication is copyright

© Pearson Education Ltd 2012

# Moderator Report

## General

This is the third year in which candidates have been examined for this unit based upon the new GCSE specification. There were approximately two thousand entries.

As this is a relatively new examination format, consisting of Controlled Assessment Tasks, there was still some concern about how easy or otherwise the teacher examiners would be able to put this examination into practice. As it turned out there were fortunately very few centres where there were problems, and they were not really concerned with the actual conduct of the examination.

## Format

Each candidate is required to perform two controlled assessment tasks, both of which are marked by the teacher examiner, one of which is submitted to Edexcel for moderation.

There were a number of stimuli available for use by centres on the Edexcel website but centres were free to adapt these to suit their purposes or to create their own. If in doubt, they could submit these tasks to the Edexcel for approval. Each task should last for about 4 or 5 minutes.

The candidates will have previously chosen one of these tasks earlier in their course and will, at least in theory, have studied and practiced it in some way before recording it.

## Tasks

It is presumed that the teacher examiner has normally spent time with their students discussing and working on their chosen tasks. They should know their level of linguistic competence and ask appropriate questions. In the majority of cases, the language used by teacher examiners was pitched at the right level.

## Pictured based task

The most commonly attempted task was the picture-based discussion. Here the candidate was free to bring in any picture of their choice and talk about it with the teacher examiner.

## Presentation

The next most commonly attempted task was a Presentation when a student prepared and answered questions. This was frequently on sport, or a Bollywood actor or film. These were, as might be expected, variable in quality. The use of cricket match or indeed any single event in the past can be quite limiting, as the teacher examiner has to prepare carefully in order to allow the candidate to demonstrate a full range of vocabulary and tenses, including past present and future to get the best marks. It was a little disturbing to find a large number of candidates from a centre performing almost identical presentations.

## Open interaction

This was less frequently attempted, and possibly most suited to the more able candidates.

They tended to follow, more or less exactly, the samples given, such as "Tourist Information". Most were able to convey the visitor's questions and some were able to ask their own questions of the teacher examiner.

## Problems

The problems arose when teacher examiners seemed not have fully grasped the concept of the new specification. They do have a responsibility to prepare themselves as well as their students. That means doing their homework and finding out what they are required to do before and during the test.

Experience informs us that when the tests are well conducted the candidates score well, within their individual expertise, but if the tests are not properly conducted the ability of the candidates concerned to maximise their potential is compromised.

In oral examinations, at both GCSE and GCE level there has been a long-term issue which merits some comment. While it is to be expected that candidates will practice talking about their chosen topics, this component of the examination is a discussion. It is **not a monologue** or a speech and should not be prepared or delivered as such. Candidates who did so were not able to score highly in the Response grid on the marking criteria. They are also expected to ask questions, especially in the Open Interaction Task.

Teacher Examiners have a hard job but they must prepare themselves as well as their students if they are to achieve their full potential. By reading the specification, using the Edexcel website to find out more information, and preparing suitable questions for their candidates, they will be better able to conduct a successful Oral Examination.

## **Organisation of Material in Centres**

The main job of the moderator is to assess and mark the candidates' performance and that is a job requiring intense concentration.

There are two main issues here:

### **1. Paperwork**

When the correct forms have not been sent or more frequently not signed by the candidate and the teacher, it is very frustrating to have to contact the centres to rectify the situation.

### **2. Recordings**

When material arrives from centres with tapes that are un- or partially labelled, it is extremely time-consuming and wearisome to sort out unlabelled cassettes. When recording candidates, it is recommended that the teacher examiner clearly states the candidate's name and number before starting each examination. While it is clearly unrealistic to expect only one candidate on each side of a tape, it is possible to use c60 cassettes that can comfortably fit two candidates on each side. The increasing use of CDs and USBs to send material is to be encouraged.

## **Conclusion**

Despite the problems mentioned above, which, it must be stressed, affected only a small minority of centres, the majority of the tests were very well conducted by well prepared teacher examiners with well prepared students.

## **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>

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG033182 Summer 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

