

Moderators' Report/
Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCSE
in Urdu(5UR02/2A)
Paper 2A: Speaking in Urdu

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Publications Code UG040184*

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GCSE Urdu
Unit 2 Speaking in Urdu
Moderator Report

General comments

There were approximately seventeen hundred entries for this examination, which is conducted and marked by centres themselves, and then samples from each centre were moderated by the team of Edexcel appointed moderators.

After a number of years of conducting these tests most centres have gained some expertise in preparing their candidates for, and then conducting, the Controlled Assessment Tasks.

Fortunately relatively few centres had major problems, and of these some were concerned with the administration rather than actual conduct of the examination. For example, some centres used old forms and seemed unaware that most of the forms are simply downloadable from the Edexcel website.

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 the Board 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. 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 have studied and practiced it in some way before recording it.

Tasks

It is presumed that, in most cases, the Teacher-Examiner should know the candidates' 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, but some candidates are still disadvantaged by the basic nature of the questions asked.

Picture 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. Although the specification requires candidates to ask questions in order to get the highest marks, this particular task does not lend itself quite so easily to a candidate asking questions. The problem here is not asking questions which cover past, present and future tenses, thus limiting the marks available.

Presentation

The next most commonly attempted task was a Presentation which a student prepared and then 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 is still too common to find a large number of candidates from a centre performing almost identical presentations, although this is not forbidden as such, it is certainly not to be encouraged.

Open Interaction

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

Some derived their own interactions while others clearly based theirs on the samples given by Edexcel.

Most were able to convey the visitor's questions and some were able to ask their own questions of the Teacher-Examiner.

It is necessary for candidates to ask questions in this type of task in order to get the best available mark, but we have heard many otherwise excellent candidates fail to get top marks because, presumably they had not been taught to ask questions.

Problems

Problems arose when Teacher-Examiners seemed not have fully grasped the concept of the new specification. They have a responsibility to prepare themselves as well as their students.

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 maximize 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 mark scheme. 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.

Organization of Material in Centres

The main job of the moderator is to assess and mark the candidates' performance. However there were some issues with the work submitted from a minority of centres:

1. Paperwork

It appears that many centres are not aware of the need to download some forms from the website, or to ensure that they are signed by both the candidate and the Teacher-Examiner.

Moderators frequently had to contact centres because the correct forms have not been sent or not signed by the candidate and the teacher.

2. Recordings

When material arrives from centres with tapes that are un- or partially labelled, and it is extremely time-consuming to sort out unlabelled cassettes. However from next year cassettes will no longer be allowed. When recording candidates, Teacher-Examiners should clearly state the candidate's name and number before starting each examination.

3. Internal Moderation

Centres with more than one Teacher-Examiner are meant to check and standardize their marking with each other. Since most of the centres are small, there are few instances where this was necessary but there was no evidence that this took place. Larger centres must ensure that they follow the appropriate procedures.

4. Marking

Moderators report that nearly all of the centres' marking was sufficiently accurate and consistent and that they were considered within tolerance. In order to mark accurately, Teacher-Examiners must not only familiarize themselves with the marking criteria but also conduct the examinations in such a way as to maximize their candidates' performance potential.

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>

