

Moderators' Report/
Principal Moderator Feedback

Summer 2014

GCSE English/English Language
(5EH3B)

Speaking and Listening Endorsement

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General Overview

In the majority of centres visited, the assessment of candidates by the teacher examiners showed accurate application of the assessment criteria for all of the three contexts. Given the uncertainty surrounding the change to arrangements for Speaking and Listening, with the removal of the marks for this component from the substantive GCSE English and English Language qualifications half way through the current cohort's course, centres are to be commended on their continued commitment to ensuring standards are maintained.

A number of centres continued to take up the option of recording candidate performance on video for use during the moderation visit. Where these were of reasonable enough quality to see and hear candidates clearly, they provided a very effective basis for discussion of standards. The ability to rewind and review areas of disagreement added rigour to the assessment conversation between moderator and teacher assessor.

As reported in previous rounds, moderators saw evidence of thorough, well-presented and up-to-date records being kept by centres. The best gave a clear description of the activity, were dated and contained enough detail to justify the mark awarded.

Report about controlled assessment tasks:

Moderators reported a generally positive picture of the nature of the tasks being set by centres. In a few centres, very high marks were being awarded for undemanding tasks, such as describing a hobby. In order to access the top marks in any of the tasks, students must be afforded the opportunity to engage with complex and challenging material.

The tasks for Communicating and Adapting were generally a presentation given by candidates to their class. The best enabled candidates to talk confidently and in a sustained way on complex topics. In the majority of centres, high ability candidates were undertaking challenging presentations on complex subject matter while candidates being awarded marks in the

lower ranges were showing appropriate levels of competence in presenting ideas orally in a clear and coherent manner.

As with the Communicating and Adapting tasks, those for Interacting and Responding need to be both challenging and engaging for candidates to reach the highest marks. Although there is no set size for groups undertaking this task, generally numbers were of three to four. This provides sufficient variety of opinion for there to be enough to listen and respond to, and also gives sufficient space for all to contribute significantly. The larger the group, the lesser the opportunity afforded to individuals to make a sustained contribution.

The Creating and Sustaining Role task remains potentially the most complex of the three. Once again, it is also the one which moderators report some centres find the most challenging. As emphasized in previous Reports, candidates need to “become someone else in an ‘as if’ situation”. The skills they need to do this include use of:

- Voice: accent, pace, pitch, volume, inflection
- Facial expression
- Gesture and posture
- Language suitable to the role
- Movement
- Idiosyncratic behaviour

Administration:

Most of the visits undertaken benefited from good organisation from the centres, for which all involved are thanked.

Given the initial uncertainty about how this component was to be reported this year, centres are to be highly commended for the commitment and professionalism they continue to bring to the teaching and assessing of Speaking and Listening.

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