

Moderators' Report/
Principal Moderator Feedback

Summer 2015

GCSE English/English Language
(5EH3B)

Speaking and Listening
Endorsement

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General Overview

In this unit candidates must:

- present and listen to information and ideas
- respond appropriately to the questions and the views of others
- participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

Candidates must complete tasks in three contexts:

- Communicating and Adapting Language
- Interacting and Responding
- Creating and Sustaining Roles.

In moderation visits all three contexts were seen, with Communicating and Adapting Language and Interacting and Responding being the most successful.

Communicating and Adapting Language

In this task the most popular scenarios were talks or presentations on a topic. Tasks were most successful when they were on topics that candidates were engaged with/had selected themselves. In most cases candidates were able to effectively communicate information, ideas and feelings, promote issues and points of view and adapt talk to a variety of situations and audiences, using non-verbal features to add to impact. There were some cases of visual aids (mainly presentation tools) to support presenting, and these were used with varied success.

Interacting and Responding

Groups worked well where they were not too large, giving candidates an ability to make a contribution and ensure that there was appropriate and successful listening as well as speaking. The emphasis is on competence in collaborative speaking and listening work and some very able candidates found it difficult to collaborate and listen appropriately, which is a sophisticated skill. Candidates are expected to challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions, analyse and reflect on others' ideas to clarify issues and assumptions and develop the discussion and identify useful outcomes and help structure discussion through purposeful contributions. The structure of tasks often meant that the discussion element was well done, but that it 'tailed off' without reaching a clear conclusion or outcome. This is needed for the higher bands.

Creating and Sustaining Roles

This task appeared the most challenging for candidates to achieve the highest mark. For Band 5 candidates must be in a challenging role and show the complexity of a character, and often this was more successful done in a

monologue rather than a pair/group task. Centres do also need to consider the demands of the character chosen (Lennie from 'Of Mice and Men' rarely offered the opportunity to 'create complex characters and fulfil the demands of challenging roles through insightful choice of dramatic approaches' or to 'explore and respond to complex ideas, issues and relationships'. Some centres demonstrated that monologue was an excellent way of getting candidates to create and sustain a role without the pressure of an audience.

The assessment objective covered for this assessment is AO1:

- i. Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate.
- ii. Listen and respond to speakers' ideas, perspectives and how they construct and express their meanings.
- iii. Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.
- iv. Create and sustain different roles.

Centres interpreted and applied marking criteria accurately and consistently across the five Band range and within the bands. There was evidence of very robust task setting, demonstrating that centres were aware of the assessment criteria for speaking and listening and tasks that enabled students to achieve the highest level. Within moderation visits there was evidence that candidates had varied and sustained opportunities to be assessed in each of the three contexts and that this offered the centre the ability to choose the best occasion in each to be submitted for final assessment.

All centres had assessed the work across the period of the candidates' study according to the assessment criteria of the specification. Centres demonstrated accurate and robust professional judgement in selecting and applying the criteria to the work appropriately and fairly. Within centre visits there was evidence that teachers were aware that each successive grade description assumes the continued demonstration of those qualities described in the lower grades, and that candidates were being awarded the appropriate mark within any range on a 'best fit' basis, balancing strengths and weaknesses within each activity.

Moderation visits showed that teachers were making a broad judgement using the general criteria which was then being further refined using the specific criteria. Record keeping demonstrated accurate and consistent application of the marking criteria with recording of:

- task
- date
- mark awarded
- brief evaluation justifying the mark.

Administration:

There was evidence of thorough and detailed internal moderation across assessors in centres prior to visits and also during visits, where evidence was often assessed by more than one assessor and the external moderator.

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>

