Moderators' Report/
Principal Moderator Feedback

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Pearson Edexcel GCSE
in German(5GN02/2A)
Paper 2A: Speaking in German

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GCSE German
Unit 2 Speaking in German
Moderators' Report

General Comments
In this session many candidates were engaged in natural conversations with evidence of interaction and spontaneity and were afforded opportunities to use an excellent range of vocabulary and structures. Teachers are once again to be congratulated on putting their candidates at ease during the orals.

Tasks
Centres have a choice of 3 tasks:

1. a presentation and discussion (P&D)
2. a picture-based discussion (PBD)
3. an open interaction (OI)

Each candidate must undertake at least 2 of these 3 task types but only one has to be recorded and submitted, although centres must submit in their moderation sample recordings of at least two different task types for which they are submitting marks across the whole centre cohort.

The majority of centres continue to opt for the P&D and PBD. However, there was a pleasing number of centres who undertook an OI task.

Centres create their own task sheets for the P&D & the PBD. However not all centres provided their candidates with a task sheet. Candidates in these centres often had a title only e.g. *Gesundheit*. Since all tasks have to be refreshed every 2 years, the best tasks consist of a title with 5 or so bullet points to guide and support candidates: the task can then be refreshed at the end of 2 years by changing at least one of these bullet points. The assessment criteria require candidates to demonstrate spontaneity, an ability to interact and to deal with unpredictable elements. Therefore task sheets with a specified list of questions to prepare should not be used as these do not allow candidates to access the higher mark bands.

For the PBD, centres should note that the picture is intended to be used as a 'prompt to discussion' (specification p16). The oral must start with the candidate's picture before widening out to the topic in general. The choice of picture is important: a picture of the candidate's family on holiday, for example, worked well as there was plenty in the picture to discuss. Unfortunately, some images offered little to exploit in a discussion e.g. a torso wearing school uniform.

Some centres undertaking the OI created their own stimuli and tasks whilst others customised ones from the Pearson Edexcel booklets to develop a situation that matched the interests of their own candidates. The best OI tasks have a stimulus to support candidates – however, this stimulus should not exceed 70 words. (cf. p33 of the specification: the stimulus may contain visual prompts in addition to the 70 words of either English or German). There is no word limit for the task but teachers are advised to set concise

tasks.

Most centres gave all candidates the same task which differentiated by outcome. Unfortunately, this often led to less than positive outcomes for candidates. Teachers may wish to consider starting with a common task which is modified to correspond more readily to the different ability levels of their candidates.

Themes
Centres are free to choose their own themes for the orals: 4 themes have been identified by Pearson Edexcel (cf. p9 of the Specification) but these are not prescriptive. Candidates may undertake both tasks on the same theme if they wish although there should be no direct overlap of content. Holidays, school, media, home and family continue to be popular topics. More able candidates may struggle to access the top assessment bands with potentially restrictive topics such as *Meine Familie* or *Mein Haus*, whereas such topic areas may allow less able candidates to perform at their ceiling. For more able candidates, topics should be chosen which will allow the use of more complex lexis and which lend themselves to a range of structures and tenses e.g. the environment.

Conduct
In general, the orals were well conducted and afforded candidates opportunities to fulfil their potential in line with the criteria and achieve their best.

Unfortunately, TEs in some centres asked all candidates the same questions and, in general, these questions did not follow on logically from one another. More able candidates are disadvantaged by this approach - in order for candidates to access the higher mark bands they must speak spontaneously, interact and deal with unpredictable elements (questions they had not already planned to answer). Tailoring questions to candidates' responses is the best way to ensure spontaneity and genuine interaction. Candidates did best when TE questions followed on from what the candidate had just said and the unpredictable questions were frequently those which elicited more information or clarification.

In addition, TEs should ask questions appropriate to the level of the candidate being examined. In this way, more able candidates are given opportunities to express a range of ideas and points of view and to demonstrate a range of more complex structures and vocabulary and weaker candidates have the opportunity to respond to more modest questions using language which they are able to manipulate. Many weaker candidates were asked some very difficult questions, often in a range of tenses, where a simpler line of questioning would have enabled them to access higher marks for Content and Response.

Unfortunately, some candidates were asked closed questions. This was particularly disappointing in the case of capable candidates clearly able to produce extended answers - faced with closed questions in the stressful environment of the oral they frequently resorted to yes / no answers.

Closed questions should be avoided in favour of more open-ended questions which will lead to a better candidate performance.

Some TEs asked repetitive questions e.g. on the theme of free time: *Was machst du am Wochenende? Und was hast du letztes Wochenende gemacht? Und was wirst du nächstes Wochenende machen?* This strategy will compromise outcomes for more able candidates.

It is acceptable to give candidates thinking time before rephrasing a question or offering possible answers. Where TEs rephrase too readily or suggest possible answers, the criterion *reliant on teacher-examiner prompting* is appropriate.

Presentation and Discussion
In the presentation and discussion task type candidates must give an **uninterrupted** presentation which lasts between **1 minute minimum** and **3 minutes maximum**. (Timing starts when the candidate starts speaking.) Presentations which fall short of the 1 minute minimum time allocation will incur a 2 mark deduction from the Content and Response grid (please refer to the *Marking Guidance* on p39 of the *Administrative support guide.* Whilst the incidence of short presentations this session was lower than in previous series, some TEs did not allow their candidates to speak for at least 1 minute before interrupting them to ask a question or seek clarification - consequently these presentations were too short. Weaker candidates were often unable to sustain a presentation lasting 1 minute and teachers should consider whether the other 2 task types might be more appropriate for such candidates. Centres should be reassured that e.g. 90 seconds is long enough for the presentation part of the task - long presentations could mean less time for the more interactive, spontaneous part of the task.

Many candidates performed well and were a pleasure to listen to. Some candidates had prepared their presentation thoroughly and performed well but then had little left for the interaction. The presentation section allows candidates to fulfil certain assessment criteria but the discussion section allows them to fulfil others. It is crucial to ensure that both sections are well represented and accomplished. Sometimes the follow up questions covered exactly the same ground as that in the presentation, which led to candidates simply repeating information already given rather than taking the conversation forward, expanding on detail and opinion or taking the conversation in a new direction. Where there is no exploration in the discussion of the presentation content, the mark for Context and response will be compromised.

Centres should note the statement in paragraph 4 on p16 of the specification: *students can … give a presentation and then respond to a series of linked, follow-up questions…* If the presentation is on one sub-topic and the discussion is on another i.e. there is no linking or progression/follow-up between the 2 parts of this task, this is an omission (Content & Response grid band 8-11) e.g. where the presentation is on *My House* and the discussion on *My town*, and in the discussion the TE has not picked up on anything the candidate has said in the presentation or taken the subtopic of the presentation further. In some cases, the TE asked

questions in the discussion totally unrelated to the focus of the presentation e.g. a presentation on *sport* with follow up questions on *school* or a presentation on *A person I admire* with follow up questions on physical attributes of members of the candidate's own family.

The Picture Based discussion

This task type is a very popular choice with centres and candidates were motivated by being able to bring in their own picture which often led to very individual performances. Candidates may give a presentation (**maximum of 1 minute**) but they do not have to. The intention of the PBD task is that there should be some exploitation of the picture before moving on to a more general discussion around the picture and the topic e.g. *Was/wen sieht man hier im Bild? Was passiert in diesem Bild?* Unfortunately, this session there were instances of the picture not being mentioned at all – by either the candidate or the TE. Thus rather than a PBD, this was, in effect, just a general conversation about the topic. Since the assessment criteria for Content and Response refer specifically to *information related to the chosen visual* not mentioning the picture has a negative impact on the marks available to candidates as it constitutes a major omission.

Open Interaction

Performance here fell into two categories.

Where the task was exploited correctly, candidates of **all** levels were able to engage in a spontaneous role-play type dialogue. There were some excellent performances e.g. candidates being interviewed for a job, working in a leisure centre, at a hotel reception or in the tourist information office. Well-structured Open Interaction tasks encouraged high scores in the Content and Response grid due to the level of genuine interaction, spontaneity and the opportunity to respond to unpredictable elements. The OI task often allowed weaker candidates to achieve better marks, as it could offer more support in the stimulus.

Unfortunately, many teachers conducted this task as a question and answer session – a general conversation rather than an unscripted role-play scenario in response to a stimulus. Some tasks set did not give rise to an unscripted role-play - situations such as *You are being interviewed by your German speaking friend about school* or *You are talking with your German exchange partner about your holidays* or *You are being interviewed* for a German youth magazine/radio about your hobbies did not work well at all as there was no clear role-play situation and these turned into general discussions on school and holidays. If the OI task is not a role-play but rather more a general conversation, this will have a negative impact on the mark awarded for Content and Response, given that there is limited opportunity for interaction.

The situation and role are crucial in determining the success of this task type, but allocating roles on the task sheet e.g. *exchange partners* is not enough in itself. In the ensuing exchange both candidate and TE must play their allocated roles. If the task gives the candidate a role to play but the candidate does not assume or maintain it, this will represent an omission (Content and Response)*.*

In a job interview scenario, there was a contrast between an OI which turned into general conversation about work experience and a genuine OI where the stimulus had a selection of jobs to choose from.

There is an expectation in the Open Interaction that candidates will ask the TE questions and the vast majority of tasks reminded candidates of the need to do so. It was a shame some candidates forgot to ask questions and were not prompted by the TE to do so – it is acceptable for teachers to prompt candidates in this respect e.g. *hast du/Haben Sie Fragen für mich*? Centres should refer to the *Marking Guidance* for details on how to apply the assessment criteria in such instances. Candidates often ask the questions at the end of the exchange. Whilst this is fine in theory, in practice this limits the opportunities for interaction. Candidate questions woven into the body of the oral lead to better exchanges.

Timings
Each oral task must last between 4 and 6 minutes - this range affords flexibility to suit different candidates. The majority of orals conformed to the timings requirement. Centres should note that to ensure an even playing field for all candidates, moderators stop moderating after 6 minutes and any material beyond that will not be considered for assessment. At the other end of the time scale, 4 minutes may represent too long a time for weaker candidates and orals which last 3'30" will be tolerated. However, anything less than this will be considered short and in the case of a short oral 2 marks will be deducted from the candidate's score in the Content and Response grid, as per the *Marking Guidelines*. Centres should note that in order to access the full mark range, the oral must last between 4 and 6 minutes. An oral which lasts only 3'30" will not be able to access the full mark range.

In the P&D task, candidates give a presentation which must last between 1 minute minimum and 3 minutes maximum. Presentations which fall short of the 1 minute minimum time allocation will also incur a 2 mark deduction from the Content and Response grid. Many centres had not deducted these 2 marks in those cases where the candidate's presentation fell short of the required minimum time.

In the PBD task, candidates may give a presentation but they do not have to. If they do choose to start off with a presentation, this may last a maximum of 1 minute (whereby anything up to 1 minute is acceptable).

In the Open Interaction task, where the task requires the candidate to ask questions and s/he does so BUT outside the 6 minutes, then these questions do not count and the relevant marking principle will apply.

Recordings
One recorded exemplar per candidate in the moderation sample should be sent to moderators. Centres submitted recordings on CDs and USB sticks (with orals recorded as both mp3 files and music/audio files).

Centres should check their recordings before sending off the samples. Some recordings were almost inaudible. Whilst it is not necessary to conduct the

orals one-on-one in a dedicated room, there is a need for minimal background noise so that the candidate being examined can be heard. Some candidates recorded in a classroom situation were difficult to hear due to high levels of background noise. Moderators received CDs and USB sticks which did not contain all the required recordings. It is important to check for compatibility and details of accepted digital formats are listed in the *Administrative support guide* available under this link http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2009.coursematerials.html#filterQuery=Pearson-UK:Category%2FForms-and-administration

Centres are kindly requested to include with the CDs or USBs a track list detailing centre number, candidate name and number, language and series details. It would help moderators tremendously if the task type were indicated next to the candidate's name. It also avoids confusion if details of both candidate name and number are announced clearly at the start of each oral – TEs at some centres started the oral without identifying the candidate at all which made it very difficult for the moderators to know which candidate they were listening to. Where orals have been recorded as music/audio files, it would be helpful to moderators if centres could write the relevant track number on the CM2 form.

All recordings will be returned to centres.

Marking
TEs showed a good understanding of the assessment criteria and were able to differentiate performances among their candidates. In centres with more than one teacher involved in the assessments, there was often clear evidence of internal standardisation.

Unfortunately, there were centres whose marks needed adjustment.

Content and Response:
These centres tended to overvalue their candidates' performance here. The assessment criteria are applied globally on a best-fit basis and the ability to interact well with the TE and respond spontaneously to unpredictable questions is necessary to attain marks in the higher mark bands. Pre-learnt 'conversations' which consist of a question and answer session but lack interaction or do not evidence an ability to expand or take the initiative cannot be rewarded with top marks. Thus marks were incorrectly awarded in the 16 – 18 band in cases where the candidate gave extended, informative answers which had clearly been pre-learnt but where they did not show any spontaneity or ability to respond to unpredictable questions. Marks were awarded too generously in the 12 – 15 band for candidates who answered a lot of questions but tended to give short answers or who were too hesitant.

On the other hand, the weakest candidates were often under-marked in this section. Candidates who had given a decent amount of information albeit it in short simple sentences and were able to maintain the conversation for 4 minutes were still put in the 1-3 band when they deserved to be in the 4 – 7 band.

Range of Language and Accuracy:
The Range of Language grid rewards candidates for the breadth or range of language used. Tenses other than the present must be used in order to have the opportunity to access the 5 mark band and many candidates are well trained by teachers to include different tenses. Sometimes, however, use of tenses was given priority over the use of a variety of structures and vocabulary: candidates were able to speak in three tenses, but use only short sentences and simple vocabulary. Teachers should be aware, then, that the demonstration of a good grasp of the tenses alone does not mean candidates will automatically score a mark of 5 – they do need to demonstrate wide range of structures and good and varied vocabulary as well.

When awarding the mark for Accuracy it is important to note that the mere lack of error does not mean the candidate will score highly. The candidate must attempt to use more complex structures to reach 5 and there must be generally good pronunciation and intonation.

Marks for all 3 grids are awarded globally across the whole performance.

Administration
Many centres completed the administration admirably. Others had omitted to include vital documents but responded quickly to moderators' requests for material. Centres should refer to the *Administrative support guide 2014 – 2015* available on the web site under the link above. This details exactly which materials should be sent to the moderator.

Centres should not send more than the one oral per candidate to which they wish moderators to listen i.e. only those recordings which are to be moderated. The candidates required for moderation are identified with an asterisk by Pearson Edexcel, but centres should ensure they send their **highest** performing and their **lowest** performing candidates on the 2A task in addition to the requested sample. In this case, *the highest and lowest scoring candidates* refers to the 2A task only (that is to say, the task to be moderated): it does not refer to the overall scores i.e. not the total scores across both tasks.

There is still some misunderstanding of what constitutes the 2A task. The 2A task is not necessarily the task centres conduct first. It is the task which has been recorded and for which a recording will be available to send to the moderator if requested. The 2A task should **not** be the same for all candidates in the centre: centres will need to send at least 2 different task types in the sample for moderation. It is not a requirement to record the 2B task, although many centres do record everything. Thus, if a centre records all candidates undertaking all task types, it will be necessary for the centre to designate which one is task 2A for each candidate and which task is task 2B for each candidate bearing in mind that not all candidates should have the same task 2A. If centres record only task 2A, then they should note that they will have to record some candidates doing one task type and other candidates undertaking a different task type.

Moderators will moderate the 2A task only. They do not moderate the 2B task. Consequently, centres should not send to moderators any recordings or paperwork relating to the 2B task.

Candidate mark sheets
The Code of Practice requires that assessment evidence provided by candidates has been authenticated. The **CM2** form has a double function: it is the form on which the tasks (including a short description of the picture) and centre awarded marks are recorded, and it is also the authenticity form and **must** be signed by both candidate and teacher. Before despatch, centres should check these forms have been signed by both parties. The CM2 form is available as an appendix in the *Administrative support guide*. In addition, the CM2 form has a box with Y/N which allows teachers to indicate whether the candidate has used the CA2 form.

CA2 forms
The CA2 form is the pro forma on which candidates may write up to 30 words of notes and make 5 small drawings. Printed images (e.g. photos or pictures from magazines) are not allowed.

Candidates may take this form into the oral with them so it is one of the controls. If candidates used this form during the oral, then moderators must see it to check exactly what support candidates had. Some centres did not include the CA2 forms, nor did they circle the *N* on the CM2 form, nor did they include any statement to the effect that their candidates had not used CA2 forms. If candidates decide they do not wish to use this form, moderators must have a signed document to this effect.

Candidates who used a CA2 form did not always use it to their best advantage, especially weaker candidates. Complex vocabulary items were often listed, but candidates did not know how to pronounce them and communication was impaired. A list of 30 discrete lexical items may not represent the best use of this form. We would not recommend candidates to write full sentences – this quickly uses up 30 words.

Centres are reminded that the CA2 form allows a maximum of 30 words. CA2 forms with more than 30 words not only give candidates an unfair advantage but also contravene the allowed controls.

Task sheets
It is difficult for moderators to moderate a candidate's performance without access to the task. A copy of each task used in the moderation sample must be sent to the moderator – even if the task was just a title.

The task sheet should be just that: a task with no reminders to use a range of tense, express opinions etc. Such reminders should be achieved via the bullet points e.g. *mention an activity you did last week* (which will encourage past tense), *say why this was enjoyable* (which will encourage opinions and reasons), etc. Task sheets should not have the questions listed which the TE is going to ask the candidate.

For the PBD task, it is not essential to enclose the picture. There is a space on the CM2 form for the candidate (or TE) to write a short <u>description</u> of what is in the picture. Moderators find this helpful. However, a statement such as *Salisbury town centre* will not provide the moderator with enough information to glean what is in the picture.

General
Centres are respectfully requested <u>not</u> to send candidate materials in plastic wallets/cardboard folders. It is best to collate each candidate's materials and use a treasury tag, a bit of string or a paper clip.

Moderation went smoothly when the checklist on p23 of the *Administrative support guide* was followed:

For each candidate in the sample:
- Recording of task 2A
- Task/stimulus
  (Task sheets for each sampled candidate are not required if 'common tasks' have been set, although an explanatory note should indicate this. If certain 'common tasks' have been amended in some way to cater for different learners in the sample, then please submit all versions of these.)
- Candidate Mark Sheet (CM2)
- Candidate Notes Form (CA2)

For the centre:
- Second copy of the 2A OPTEMS form (bottom copy to be kept by the centre) or the Edexcel Online printout
- The 2A recording and CM2 form from the highest scoring candidate and the 2A recording and CM2 form from the lowest scoring candidate (if not already included in the sample)
- CD track / USB listing for each candidate

Support
Past training content – How to mark controlled assessment tasks – Speaking:
http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2009.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials

Student work and commentaries:
http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2009.coursematerials.html#filterQuery=Pearson-UK:Category%2FControlled-assessments

Languages homepage:
http://qualifications.pearson.com/en/subjects/languages.html

Any teacher with a query about any aspect of the CA process should send an email to TeachingLanguages@pearson.com or telephone 0844 576 0035 (Outside UK: +44 (0) 207 010 2187).

You might also be interested in: Twitter: @PearsonMFLquals

Finally, there is a programme of trainings events. Please refer to http://qualifications.pearson.com/en/support/training-from-pearson-uk.html

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