

Moderators' Report/ Principal Moderators Feedback

June 2011

GCSE Spanish (5SP02) Paper 2A

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Moderators' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:
<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Languages Advisor directly by sending an email to Alistair Drewery on
LanguagesSubjectAdvisor@EdexcelExperts.co.uk.

You can also telephone 0844 576 0035 to speak to a member of our subject advisor team.

June 2011

Publications Code UG028795

All the material in this publication is copyright

© Edexcel Ltd 2011

The Tasks

Most centres prepared tasks related to topics recommended by Edexcel. The most popular themes were Travel and Tourism and Sport and Leisure. For those centres who preferred a centre-devised option, the most common theme was School.

The most popular task type was Presentation and Discussion, closely followed by a Picture-Based Discussion and the least popular choice was an Open Interaction. Most of the Open Interactions chosen were based on the theme of Business, Work and Employment and in particular job interviews. In the samples moderated it was frequently the case that candidates had pre-learnt the first two to three minutes of their presentations and once the interaction with the Teacher Examiner began they struggled to maintain their conversations.

Centres should be advised that reliance from candidates on pre-learnt material rarely scores high marks, especially where candidates deliver long monologues without demonstrating a clear understanding of what they are saying. The topics chosen for the Presentations varied from information about candidates' work experience to favourite pop star and sports personalities. Some candidates spent significantly more than the maximum three minutes allowed on their initial presentations. This left them with reduced time for interaction with the Teacher Examiner and as a consequence limited their access to marks for Content and Response.

Picture-Based discussions frequently centred on holiday photographs while some chose pictures of their heroes, mainly celebrities but occasionally unexpected and refreshing choices such as Mahatma Gandhi. There were some good imaginative and original dialogues heard in many Picture-Based tasks with candidates clearly enjoying the chance to talk about matters of personal interest.

Open Interactions commonly took as their scenario role-play situations at a Tourist Office where the candidate was on work experience dealing with Spanish-speaking visitors to the area. With this task type, it is important to remember that candidates are expected to ask at least one question during the Open Interaction and that failure to do so loses marks.

Most centres provided candidates with helpful bullet points that gave them the opportunity to demonstrate fully their ability to respond appropriately and competently including a use of different tenses and time frames. Occasionally teacher examiners over-used a prescribed set list of questions and therefore did not listen sufficiently or respond appropriately to candidates' responses. This became more frequently apparent when the conversations were reduced to mere question and answer sessions rather than natural conversations. In some cases exactly the same questions were asked of all the candidates; this practice should be avoided. Timings were usually accurate although some assessments were too short and others excessively long; these were, however, a minority of cases.

Marking

In general, marking by centres was consistently accurate and it was good to see that the process of internal standardisation had taken place. Where there were discrepancies the marking in most cases tended towards leniency while a very few were harsher than they should have been.

The following general marking principles are offered as guidance on the application of the mark scheme. They were used by Moderators this summer and show how the mark scheme should be applied to different scenarios that arise during the conduct of the oral.

Tests should last between 4 and 6 minutes.

Tests which are too short: < less than 3'30" - so 3'29 " is too short

- Automatic deduction of 2 marks on the Content and Response grid.
- There is no adjustment applied to either Range or Accuracy.

Test which are too long: > more than 6 minutes

- Once the 6 minutes have passed, stop listening and assessing at the end of the next sentence.

Test which are a monologue and have no interaction

- Candidates cannot score more than 7 marks for Content and Response.
- This does not affect the marks for either Range or Accuracy.

Open interaction tasks only

- If a candidate asks only one question in a task that requires 2 or more – deduct 1 mark from the Content and Response.
- Candidate asks no questions during the task – deduct 2 marks from the Content and Response.

The other two assessment criteria will not be affected. There is an expectation in this task type that the candidate will ask the TE questions since it is a transactional task type. Although interaction is important in all three task types, **there is no requirement for candidates to ask questions in the Presentation and discussion or in the Picture-based discussion task options.**

Marks for content and language are awarded discretely – i.e. if a candidate scores 8-11 for content, there is no imposed ceiling on either of the other assessment boxes for range or accuracy

Presentation and Discussion

- The presentation must last between 1 – 3 mins (max). If the presentation is shorter than 1 min deduct 2 marks for Content and Response.

Administration

Most centres coped well with the demands of administration and sent everything required by the Moderator, neatly organized and often with a transparent sleeve for each individual candidate. Most of the CDs were clearly labelled with a list of candidates matched against the tracks on the CD. Centres that failed to do this made the Moderator's task more difficult because of the time needed to go through each track before finding the candidate whose recording was to be listened to.

The following were the most common administrative problems encountered:

1. No copies of Optems sent.
2. Failure to send Mark Sheets / Authenticity Sheets
3. The work of the Highest and Lowest scoring candidates not submitted.
4. Submission of both recordings for each candidate with no clear indication as to which of the recordings was the 2A sample.
5. Not labelling the CDs / memory sticks correctly so that the candidates' work could be easily identified.
6. Entering the total marks for both 2A and 2B tasks on the Optems for 2A rather than just the one 2A task submitted for moderation.
7. Entering the wrong mark on the Optems 2A.
8. Not providing a variety of task types within the moderating sample.
9. Not identifying the centre or the candidates on individual recordings.
10. Not sending the Mark Sheets / Authenticity Sheets.
11. Not ensuring that the Authenticity Sheets had been signed by both the candidate and the Teacher / Examiner
12. Not sending the candidate's stimulus card and/or picture or description of the picture used.
13. Not sending the CA2 form with the 30 words and/or five drawings.

Administrative problems were in the minority of cases. Overall, centres are to be congratulated not only on the way in which all tests were conducted but also on the opportunity they gave their candidates to demonstrate their abilities. Most recordings received were a pleasure to listen to.

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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

Order Code UG028795 June 2011

For more information on Edexcel qualifications, please visit
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

