

Examiners' Report

Summer 2010

GCSE

GCSE Applied French (5751)

Paper 01 Applied Oral Communication (Interaction)

Paper 02 Applied Oral Communication (Presentation)

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5751 Applied Oral Communication

Centres provided candidates with a variety of tasks across the three specialist contexts and these were used by candidates to show capability within the spoken language in both the interactions and presentations.

5751/01 Interaction

Centres should be aware that all candidates should have at least three recorded interactions and the best three recordings, one of which should be from March to May in the final year of the course, to be submitted to Edexcel for moderation.

The best tasks were as authentic as possible and allowed candidates to show spontaneity within the interaction. This required skilful questioning by teacher-examiners as part of the interaction but also allowed the candidates to take the initiative and manipulate the language to make it their own. Candidates should be encouraged to master the framing of questions as a natural part of the interaction. It is important for centres to realise that too similar interactions, questioning and a lack of unpredictable elements prevents candidates from reaching their potential and the higher mark bands.

Candidates, in less successful tasks often had little or no opportunity to use a variety of tenses or structures. Weaker candidates were often very reliant on the vocabulary and structures of the teacher-examiner and produced little of their own language.

Successful stimulus material was fairly brief or a series of pictures. All three interactions should be of roughly equal length and relate to the same specialist context.

Too often very similar work was seen across a whole centre including the questioning of the teacher-examiner and responses of the candidates. Centres are reminded that candidates are expected to be able to respond to unpredictable elements in order to reach the higher mark bands. These should follow the responses of individual candidates rather than be the same for all.

Assessment

Centres were, at times, generous in their marking but consistently so in overvaluing the performance of candidates in both communication and application of language. Too much credit was given to work that was over reliant on the stimulus and to work that was pedestrian or formulaic. Centres must take into account how a candidate takes the initiative within the task rather than just respond to a series of questions or go through a list of tasks from the stimulus. Work that shows a real flair and a sophistication of ideas, opinions, structure and vocabulary may reach the highest mark band for communication.

In terms of application of language, centres must take into consideration the amount of ambiguity produced by poorly formed verbs, inaccurate tenses and repetition of structures and vocabulary.

Centres are reminded that tenses should be integral to the task rather than afterthought. Candidates score more highly where a variety of tenses and structures are used throughout the interaction rather than bunched at the end.

Most centres chose an appropriate topic related to the specialist context. However centres are reminded of the applied nature of the specification. Simply choosing my holiday for example is not appropriate and by simply changing the subject slightly to a report on a visit to a country/place for a local magazine, is considered an appropriate topic.

There is much evidence of rote learning of the presentation. This is against the spirit of the examination and was often self penalising and incomprehensible. It resulted in a poorly pronounced piece of work with poor intonation and some candidates did not seem to understand what they were saying.

At times very similar work was seen across a whole centre, often when the presentation had been prepared about work experience, a local leisure topic or something similar. The delivery where this was the case was often less confident as the candidate did not have ownership of the work. Moderators are looking at how candidates are able to manipulate language to make it their own.

The follow-up questions and answers should be relevant to the specialist context rather than a general question and answer exercise. It should be as natural a dialogue as possible building on the responses of the candidate rather than just a list of questions that all candidates are required to answer. The most successful questioning picked up on points made during the presentation before becoming more general within the specialist context.

All too often the questions were similar for all candidates. These questions should be appropriate to the ability of the candidate and more able candidates should be given the opportunity to offer a variety of tenses and a range of structures and vocabulary using more complex language in response to a variety of question forms.

Centres are reminded that they should adhere to the requirements of the specification in terms of timing. Candidates are able to score highly within the 1-2 minutes for each part of the presentation and follow-up questions, 2-4 minutes in total.

Assessment

A significant number of centres overvalued the performance of candidates but consistently so and there was evidence of internal standardisation at the majority of centres. Too much credit was given to presentations that were pedestrian without a highly confident delivery and these usually lacked any form of intonation appropriate to the higher mark bands.

Centres are reminded that in order to access the higher mark bands for communication in the follow-up questions candidates are expected to show real flair and a sophistication of ideas, opinions, structure and vocabulary, responding to a variety of question types.

For Application of Language, centres must take into consideration the amount of ambiguity produced by poorly formed verbs, inaccurate tenses and repetition of structures and vocabulary. Tenses used as an afterthought at the end rather than integral to the piece are unlikely to gain the candidate high marks. It is also essential that the candidate is able to offer a variety of forms of subordination appropriate to the task.

For accuracy, in order to reach the higher mark bands more complex language needs to be used rather than just the absence of error. It should be noted that most verbs will need to be correct in order to reach the top two mark bands. Centres should also be aware that poor pronunciation will also not allow candidates to access the highest marks as it contributes to errors.

The marks for Application of Language and Accuracy are marked globally across the presentation and follow-up questions and answers. If a candidate is unable to respond to the same level across both these marks will be affected.

Administration

Although many centres were able to follow procedures, a significant number were unable to follow the requirements of specification and this invariably held up moderation.

Centres are reminded that the interactions and presentations may have different candidates requested for moderation and are asked to take note of this. Similarly, the work of the highest and lowest candidates must be included in the sample sent to the moderator even if not selected by Edexcel.

All stimulus materials must be sent with the recordings. Failure to do so will result in delays to the moderation.

All materials must be packed carefully to ensure that they are not damaged in the post.

It is most helpful if performances are recorded on CD but if not that each candidate is recorded on separate cassettes with the interactions on one side and presentations on the other.

All cassette inserts and boxes should have the candidate names and numbers in order to help the moderation process.

Deadlines for receipt by moderators should be adhered to in order to ensure that results are issued in August.

Invariably comments such as these highlight the failings that sometimes occur in the moderation process; however moderators wish to thank the majority of centres who carried out the requirements of the specification successfully.

Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	60	53	46	39	32	26	21	16	11	0
Uniform mark scale boundary	90	81	72	63	54	45	36	27	18	0

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