



GCSE

ENGLISH/ENGLISH LANGUAGE

ENG02 Unit 2 Speaking and Listening
Report on the Examination

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Although the endorsement reports a level on a scale of 5-1, teachers will continue to mark each of the three activities out of 15, and submit a total mark out of 45, until the end of the current specification. The criteria for marking remain unchanged, as do the requirements for the three activities. Teachers are reminded that the whole criteria, where applicable, can be applied to each activity.

The boundaries for each of the five levels are not fixed, and will be awarded at each sitting. The award will be made through a mixture of statistical evidence, evidence gained from visits to centres, and evidence from the submission of completed record forms.

As in previous years teachers have been supported in their assessment of students by the provision of DVD materials. The DVDs for 2012 (Rochdale 1) and 2013 (Rochdale 2) should already be in schools and being used in English departments. A further DVD was issued in 2014. There will be a final compilation DVD for this specification, issued in Autumn 2015, which will show a range of marks and activities.

Monitoring of Speaking and Listening continues in three forms. There are centre visits to support work in this area, and centres will continue to submit records for their students' work. These records are important indicators of how well centres are devising tasks and applying the assessment criteria. Successful records show specific details of the task, relate to the assessment criteria while contextualising the specific performance, and pinpoint why a precise mark in a band has been given. The third form of monitoring will involve a statistical screening to see that centre marks are aligned to those from other similar centres.

Records submitted this year were, on the whole, rather better than in some previous years, showing specific comments on clearly contextualised tasks. The reviewing moderators are much more likely to support centre marks when they can read comments which do more than copy out the criteria, and which describe in detail the actual task. Even familiar tasks such as 'Room 101' need specific contexts for each candidate. Were they working solo or as part of a panel? Were they asking questions or responding to them? Were they encouraged to be serious or playful? etc

Centres must continue to put in place procedures for internal standardising. All teachers involved in making assessments must be familiar with the AQA standardising material that is produced each year. All teachers involved in making assessments should be enabled to do some practical cross moderation of their own live candidates. This can be done by teachers visiting other classrooms, and/or it can be done using filmed evidence.

AQA and its Speaking and Listening team are committed to a view which sees Speaking and Listening as an integral part of the English curriculum, both now and in the new specification which is soon to begin teaching.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

[UMS conversion calculator](#)