



FCSE LANGUAGES

Report on the Examination

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General Comments

2018 was the first award of the revised specification so the moderation process took account of centres who submitted students' work under the legacy specifications, under the new specifications or those in transition, as the award can be gained over a number of years. Moderators, as in past years, always try to give credit for what students have produced and will note any amendments to be made in subsequent years in centre feedback. Centres should always take note of this advice which is intended to enable them to gain the best possible results for students entered the following year. In 2019, moderators will expect all work to be completed from the new specifications.

Administration

Most centres submitted work from the new specifications and rigorously followed the guidance given both online and from coursework advisers. A minority of centres wrongly entered specification codes, some giving the legacy code or a short course code. Centres are strongly advised to check the entry code carefully. Most centres submitted work well in advance of the deadline of 15th May, for which moderators were grateful. Most included all the required paperwork, including a Centre Declaration Sheet for each centre and signed Candidate Record Forms for each student's portfolio. Centres are reminded that Ofqual guidance does not allow an award to be granted for student portfolios without a signed Candidate Record Form. Some centres still complete written work on papers without identifiable student name, number or unit number/ title; this can cause delays for moderators. Nearly all centres now annotate written work clearly to show how teachers have arrived at the marks given; where work is unmarked, it will be returned to centres for teacher marking. Most centres send data sticks for speaking tasks; this is preferable to CDs which can be damaged more easily in transit. Centres are reminded to include a tracking list and to announce student details clearly at the start of each recording. Inaccurate transfer of marks or incorrect addition were evidenced less frequently but centres are reminded to check and re-check these before submission. Portfolios were generally well presented and the information on the back of the Candidate Record Form was accurate. A few centres did not provide work divided into individual portfolios and this hampered moderation. Portfolios should be organised into units and the work attached by a treasury tag.

Listening and Reading

The new specification's listening and reading tasks should be taken from sets C and D. Most centres performed well in the listening assignments which remain essentially unchanged in format. The vast majority of centres showed that students knew what was expected of these assignments and performed well in the traditional style questions. The format of the reading assignments remains very similar but includes a different type of question, based on translation, as task one. This was the first year of the new format, which provides greater consistency with the AQA suite of qualifications, but it was not well attempted by students in the majority of cases. Some did not answer these questions at all. Centres are advised to practise these types of question in order to prepare students more readily for the revised approach; exemplars and guidance are available on the AQA website.

Speaking and Writing

The new specification requires one of the writing tasks to be from set D and one of the speaking tasks to be a role-play taken from set E with the remainder coming from set C. The compulsory tasks must not be altered and should be marked as dictated by the mark scheme. Most centres did not include a role-play speaking task as the recorded speaking submission but most students seemed well prepared for these when they were included.

The translation writing tasks from set D were less well completed as most students failed to include all elements of the required sentence or question which was required for credit of that sentence. This task was usually the written task with the lowest mark. As students become more accustomed to the skills required in translation, it is hoped that this differential will disappear.

The Criteria for Assessing Speaking and Writing must be used when assessing those tasks. The regular occurrence of marks which do not exist in the criteria suggests that some centres are not doing this. One successful use of a time frame is sufficient. The time frame must be unambiguous and have a subject for the verb used. Teachers should give credit where the use of a present tense verb plus a time frame indicates the future tense; examples will differ across languages. There does have to be at least one opinion before full marks can be awarded. Centres are reminded that, to credit an item of information it must also be relevant to the unit so, for example, the student's name cannot be credited in each unit submitted.

The assessment of some speaking and writing tasks revealed that some centres were not very clear about the criteria and not clear how to mark. They are strongly reminded to refer to the booklet entitled 'FCSE – a practical guide for teachers'. The FCSE NEA adviser is also available throughout the school year. Centres can get help with speaking and writing tasks as well as with assessment and administration issues.

Subject specific comments:

Chinese

In Speaking and Writing tasks, as in the previous years, it was very pleasing to see the majority of students demonstrated the successful use of a wider variety of vocabulary, verbs, including the coverbal structures 在, 和, 跟, 坐, opinion phrases 觉得, 喜欢/不喜欢 · modal verbs 打算, 想/要, 会 (particularly to indicate future events), and adjectival stative verbs; aspect markers of了(to indicate completed action), 过 (to indicate past experience); conjunctions eg 因为.....所以.....; 可是/但是; 如果; time expressions such as 常常, 天天, 每天, 昨天, 去年, 以前, 上个周末, 下个星期, 将来, 以后 to produce different time frames, were also very well used. Constructions such as 要.....了, 是.....的,的时候, measure words eg 个, 口, 杯, 条, 只etc. were very well expressed, some work obviously demonstrated the strong potential for reaching GCSE levels.

For the writing tasks, incorrect characters, which cannot be recognised, can result in the creation of a totally different word in Chinese – one that does not make sense in that particular context, or incomplete sentence – and should not be credited. For example, the time expressions referring to the past and future activities 昨星期六, 明星期六 cannot be accepted, so that particular item fails to score the mark for that item. Furthermore, for writing, one compulsory translation task in Unit 1, if the student translates the past frame work as '上周末我去了中心', '中心' cannot be accepted for

市中心 due to the ambiguous message, this item cannot be credited. For the words 午饭 · 牛 cannot be accepted for 午; 吃饭 · □ cannot be accepted for 吃; for 生日, 主 cannot be accepted for 生; 星月日 cannot be accepted for 星期, 但 cannot be accepted for 俱 in 俱乐部 · 了 cannot be accepted for 子在 桔子汁; 双 cannot be accepted for 欢 in 喜欢; 不 cannot be accepted for 木; 我喜欢听电音, 电音 cannot be accepted for 音乐. Role Play, Unit 6, the answer 'my mother 我妈' to the question '你家里谁做饭?' is too simple, and only 2 words, not a full sentence, which cannot be credited. For the writing, only one past time word, not a full sentence, is not an item which can be accepted.

French

As far as language-specific issues are concerned, the following points should be noted, where the marking of Speaking and/or Writing is concerned:

please reject ...

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- items without a subject eg *joue au foot*
- items without an object eg *je pense bon*
- items without a verb eg *il tennis*
- an opinion when the item it relates to has not been credited
- very clear English vocabulary, unless as a cognate this would be unambiguous
- very poor spelling of key words which would not have communicated to a native speaker
- unconvincing attempts at past and future time-frames
- items which make no sense, or give an unclear message eg *je mange un restaurant*
- items in which poor pronunciation creates a different word which does not make sense in that particular context

please accept ...

- a repeated verb which gives a different type of information each time, answering a different question - what, where, when etc eg *Je mange du pain, Je mange au restaurant, Je mange au soir*
- positive and negative forms of the same verb eg *Je mange Je ne mange pas*
- a missing auxiliary verb in the past tense, provided there is a very clear past time indicator and correct past participle eg *hier je mangé*
- an incorrectly formed past participle, provided there is a very clear past time indicator and correct auxiliary eg *Hier j'ai manger*
- the lack of a correctly formed infinitive to indicate the future provided there is a very clear future time indicator eg *la semaine prochaine je vais arrive en France*
- the use of *je voudrais, j'ai intention de* etc as future time frames
- the use of *demain* plus the present tense as a future time frame

German

As far as language-specific issues are concerned, the following points should be noted, where the marking of Speaking and/or Writing is concerned:

please reject ...

- items without a subject, e.g. *weil super ist*
- items without an object, e.g. *ich finde fantastisch*
- items without a verb, e.g. *weil es interessant*
- the use of *ich mochte* to communicate future time, when there is no clear future time indicator (otherwise it may be appropriate to credit this as a past tense)
- verbs without endings, e.g. *ich heiß* or non-German verb endings, e.g. *ich fahra*
- an opinion when the item it relates to has not been credited
- very clear English vocabulary, e.g. *music/group/family*
- very poor spelling of key words which would not have communicated to a native speaker
- unconvincing attempts at past and future time-frames
- items which make no sense, or give an unclear message, e.g. *ich bin Gesundheit/Ich werde in einer Hotel gewohnt*
- the use of *sein*, instead of *haben* as the auxiliary verb in the past tense (accept *haben* instead of *sein*)
- items in which poor pronunciation creates a different German word, which does not make sense in that particular context, e.g. *ich feinde* for *ich finde*
- items in which missing prepositions result in an unclear message, although this may not always be the case

please accept ...

- a repeated verb which gives a different type of information each time, e.g. *ich spiele ...* and *ich spiele gern ...*
- positive and negative forms of the same verb, e.g. *ich esse (nicht)/esse (kein) ...*
- a missing auxiliary verb in the past tense, provided there is a very clear past time indicator, e.g. *Gestern ich Fußball gespielt*
- the lack of an infinitive following *ich möchte/ich werde*, provided there is a very clear future time indicator, e.g. *Nächstes Jahr werde ich nach Spanien fahre*
- the use of *ich will/ich hoffe/ich soll* etc as future time frames

Spanish

Centres are reminded that, to credit an item of information it must be relevant to the unit. E.g. Education and Future Plans should not include information about a student's family. *Me llamo...* can only be credited in Unit 1.

For a time frame to be credited it must be unambiguous as to person and time frame. The future time frame can be expressed in Spanish by the present tense. Again, there does not need to be more than one successful example for the time frame to be credited.

Unit 2 Education and Future Plans and Unit 6, Food and Drink can produce disappointing tasks that consist of nothing more than a list of likes and dislikes. The format (no) me gusta porque es... should not be focused on to the exclusion of all other structures. The use of gusta(n) has to be unambiguous as to person before it can be credited.

Some centres are crediting infinitives alone or with a subject pronoun as an item of information. "*Ayer comer en el cole*" cannot communicate at any level and any opinion after this, even if well expressed, will therefore not count either. Verbs need to be unambiguous as to person and time

frame to be credited. The repetition of any structure, typically "*es interesante*" etc can only be credited once. Each verb can only be credited the first time and students should be encouraged to use different structures.

Mark Ranges and Award of Grades

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