

Examiners' Report Summer 2008

GCSE

GCSE French Short Course (3226)

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3226 1F Listening and Responding

There were fewer candidates than in previous years for this examination and it is therefore difficult to draw conclusions about performance. There were some good performances and candidates were well prepared for the various test types. Open-ended questions requiring answers in French and English remain daunting for many candidates.

The questions which require the recognition of single lexical items (Q1-5, or short phrases (Q6-10) were well done and gave candidates a confident start to the paper. Individual items of vocabulary caused some problems. The vocabulary for activities in Q1-5 was well known Q6-10 were generally accessible, however in Q 8 *Je travaille à la caisse*, proved difficult for many candidates.

The questions that were intended to discriminate did so and whereas better candidates scored well in the overlap questions targeted at grades D and C (Q11, Q12), weaker candidates found these more daunting. Q11 required the recognition of opinions and involved the use of paraphrasing e.g. in part (iv) matching *ce ne sont pas les vêtements que les jeunes aiment porter aujourd'hui* with *démodé* in the answers and the recognition of synonyms eg in part (v) *laid* for *moche*. This question proved difficult for all but the better candidates. Q12 required answers in French and was generally well done but there are still many candidates who leave this particular type of question (open-ended in French) completely blank.. Dates continue to prove difficult for some candidates and many failed to recognise *12 mai* in part (a), candidates continue to find it difficult to distinguish between the sounds of *deux* and *douze*, *2 mai* was the most common incorrect answer. Many weaker candidates gave random answers and answers such as *octobre, novembre, décembre* etc were not unusual. Candidates scored well on part (b) but incorrect answers included *2 semaines, 12 nuits, 3 lits, 3 livres* (a missing hearing presumably of *nuits*) Part c was well done but incorrect answers would indicate that weaker candidates do not hear the correct sounds with answers such as *balcome, valkon, ballcom, vacuum* for *balcon*, *saile de bain, sain de bain* for *salle de bain(s)*. Likewise in part (d) *parking* as *packing, packaging* even though such answers made no sense. Whilst in these questions, marks are awarded for communication and candidates did score mark with incorrect spellings, it should be noted that poor spelling can lead to information not being communicated particularly where inaccurate spelling creates a new word in either English or French. Some candidates wrote answers based on what one would expect rather than what was heard eg *télévision, douche* and *mini-bar*.

Q13-14 required answers in English and continue to be a good discriminator. Performance on these questions was better than in previous years but there are still a number of candidates who leave these questions blank. Whilst better candidates are able to listen to the whole, the performance of weaker candidates is characterised by "snatched" listening i.e. the recognition of a single key words around which they build incorrect answers. Many candidates did not pick up on (or ignored) the word *exactly* in Q13 (a) and simply wrote *France* as an answer instead of *the South of France*. Surprisingly some candidates failed to gain a mark for *camping* in Q13 (b). Better candidates scored well on Q14 (a) but weaker candidates again often gave answers based on the understanding of one word eg *historiques* which led to answers such as *historical museums* rather than *monuments* (the correct answer) or *parcs* in *parcs de loisirs* which led to the answer *parks* rather than *theme parks*. Q14 (b) proved the hardest for weaker candidates, the mention of 10 in *ça prend 10 heures* led to incorrect answers such as *it closes at 10 o'clock* (a reference to the theme parks in Q 28a) or *has to go to bed at 10 o'clock*. Some candidates invented answers such as *she is too young to go on the rides* (possibly thinking the 10 referred to her age).

There were few rubric infringements but unfortunately in Q12, Q13-14 there are still some candidates who answer in the wrong language for which no marks are awarded.

As always the performance of better candidates was characterised by:

- careful reading of the questions
- sound knowledge of core vocabulary
- listening to the whole rather than homing in on individual words
- identifying cognates and familiar words in unfamiliar contexts
- attention to detail
- applying logic
- reading over their answers

3226 1H Listening and Responding

There were only a small number of candidates who took the paper this year and this makes generalisations difficult. Whilst there were some very good performances with candidates scoring well across the paper as a whole, there were candidates who found the paper very demanding and possibly a demoralising experience, these candidates would perhaps have benefited more from taking the Foundation paper. There are still some candidates at Higher level who do not attempt the open-ended questions in English or French (Q2, Q6-7) and who leave these questions totally blank.

The performance on the overlap questions , targeted at grades C and D, (Q1, Q2) was better than at Foundation level from good candidates but the performance of many was similar to that of Foundation level candidates.

Q1 required the recognition of opinions and involved the use of paraphrasing e.g. in part (iv) matching *ce ne sont pas les vêtements que les jeunes aiment porter aujourd'hui* with *démodé* in the answers and the recognition of synonyms eg in part (v) *laid* for *moche*. This question proved difficult for all but the better candidates. Q2 required answers in French and was generally well done but there are still many candidates who leave this particular type of question (open-ended in French) completely blank. Dates continue to prove difficult for some candidates and many failed to recognise *12 mai* in part (a), candidates continue to find it difficult to distinguish between the sounds of *deux* and *douze*, *2 mai* was the most common incorrect answer. Many weaker candidates gave random answers and answers such as *octobre, novembre, décembre* etc were not unusual. Candidates scored well on part (b) but incorrect answers included *2 semaines, 12 nuits, 3 lits, 3 livres* (a missing hearing presumably of *nuits*) Part c was well done but incorrect answers would indicate that weaker candidates do not hear the correct sounds with answers such as *balcome, valkon, ballcom, vacuum* for *balcon* , *saile de bain, sain de bain* for *salle de bain(s)*. Likewise in part (d) *parking* as *packing, packaging* even though such answers made no sense. Whilst in these questions, marks are awarded for communication and candidates did score mark with incorrect spellings, it should be noted that poor spelling can lead to information not being communicated particularly where inaccurate spelling creates a new word in either English or French. Some candidates wrote answers based on what one would expect rather than what was heard eg *télévision, douche* and *mini-bar*.

Q4-5 were multiple choice questions in French and were generally better done than in previous years. However, poor performance on these questions is again characterized by candidates ticking the answer containing the first word they recognise in the extract eg upon hearing the word *agricole* in the sentence *dans le passé c'était une région agricole* they immediately incorrectly tick C for Q4(i), even though the tense is past and the sentence continues *mais tout a changé et maintenant la région est connue pour ses attractions*. Q4 (ii) and Q5 (iii) were the most accessible.

Q3 was targeted at A* and proved difficult for all but the best candidates. . Again the recognition of individual words rather than listening to the whole leads candidates to incorrect choices. Candidates should be advised to listen more and to not start answering the questions immediately.

Performance on the questions requiring answers in English (Q6-7) continues to be a good discriminator. Only the better candidates were able to supply the detail and accuracy required at this level. Although candidates generally understood the gist of the extract, lack of attention to detail often cost candidates marks. Q6 proved the most accessible with better candidate scoring full marks and many candidates scored one or two marks. Q7 was more challenging with few candidates scoring on this question. The performance of weaker candidates was characterized by the following. Firstly lack of vocabulary. Secondly confusing different parts of the extract eg in Q7(a) confusing *10% écoutent les profs* with *46% préfèrent écouter des conseils des copains* and giving answers such as *46% listen to teachers*. Thirdly latching on to key words and building answers around them eg again in Q7a the word *écouter* gave rise to lots of answers about *they prefer listening to music/CDs*. Fourthly lack of attention to detail eg in Q6a instead of writing *read to relax* many simply wrote *like to relax*. Ignoring the title and context was a common error eg in Q6c *lire pour le travail scolaire* was often recognized but rendered as *work at school*. Finally pure invention with candidates writing answers which bore no resemblance to what was heard. There were several candidates who left, in particular Q7, blank.

There were few rubric infringements, but unfortunately for the questions requiring answers in French or English, there were a number of candidates who answered in the wrong language, for which no marks are awarded. There were also candidates who answered in pencil, candidates should be told to write in pen, preferably black.

As highlighted in previous years, the performance of the better candidates was characterised by:

- careful reading of the rubric
- listening to the whole rather than honing in on individual items of vocabulary
- attention to detail, giving full rather than partial answers
- expressing themselves clearly and unambiguously when writing in either English or French and relating their answers to facts in the extract
- applying logic
- reading over and correcting their answers.

3226 2F & 2H Speaking

Candidates built on previous years' strong performances in the oral test and clearly used classroom practice to perform well across most aspects of the examination. There was an even performance across the majority of rôle plays and the conversation section although examiners report fewer candidates reaching the highest mark bands in the conversation.

Rôle play A

This generally provided a secure basis for marks and offered encouragement to most candidates to attempt the B rôle play. However there were significantly fewer candidates who scored full marks in this element of the examination and weaker candidates again found this element more demanding.

It is evident that candidates are more aware of items of food and drink, clothes and classroom objects but many were unable to score well in familiar situations in this rôle play. All situations are well covered in textbooks and are taken from the minimum core vocabulary. Many found greater difficulty with items requested in A1, types of room were not widely known. *Dépliant* was rarely attempted and mostly incorrect in A9. The objects in A12, other than *sac*, were the least successful and *tasse* and *assiette* were rarely heard.

Caisse continues to be a problem for many candidates, most commonly pronounced as *casse* or *cassé*, neither of which could be credited.

Learning of the minimum core vocabulary is essential for these common items that are in everyday use in survival situations and Teacher-examiners should be aware that a variety of vocabulary are used over the twelve rôle plays, particularly in the new specification with the wider range of situations.

There remains confusion where a candidate combined two responses. It is not necessary for teacher examiners to ask again for a quantity, colour or size. Teacher examiners are reminded that responses may be combined without penalty. Where this occurred it had a negative effect on candidates who were confused that they were being asked to repeat an answer they had already given.

Rôle play B

The majority of candidates were able to experience some success in rôle-play B although there was an increase in the numbers of candidates scoring zero. The rôle plays challenged Foundation Level candidates and provided Higher level candidates with an accessible beginning to their speaking examination. Candidates should be advised that only rarely will one word utterances be possible to satisfy the demands of the B rôle-play.

Marks are lost if the required message is only partially completed. Candidates should check that they communicate the entire message indicated by the words and pictures on their card.

Many candidates successfully answered the unpredictable questions. However *Quand voulez-vous travailler ?*, and *Quelle est ta matière préférée ?* were poorly answered, even by a significant number of more able candidates at both levels. Candidates cannot be credited for their answer, however appropriate it may be when teacher-examiners rephrase the unpredictable question in any way.

A significant number of candidates offered items of vocabulary other than those indicated in the rôle plays and centres are reminded that where there is oblique candidates must offer one of items as part of the message required. This was particularly the case when candidates were saying where they would like to work, how they get to school or where they work at the weekend. Similarly, if more than one item is offered only the first will be marked, even if it is incorrect and the others correct.

Although many candidates score highly, particularly those at Higher Level, candidates should be aware that tense errors affect the communication of a task and that poor tense usage will reduce the marks gained. There was a considerable number of candidates at both levels who used infinitive or imperfect forms for the present tense of *er* verbs.

Most candidates were able to attempt the four tasks although for a significant number the framing of questions and common question words are difficult and such tasks are often not clearly communicated, particularly when attempting such tasks as *Est-ce qu'il faut changer (des trains) ?* was particularly difficult for many candidates and few were able to master the use of obligation. However some more able candidates were able to get round this by alternative means. Task 4 continues to be a good discriminator within many of the rôle plays.

Vocabulary within *B1* was not widely known in and this situation proved to be the most difficult for candidates at both levels yet is included in most text books albeit in earlier years.

In *B11 emplacement* was virtually unknown by candidates at both levels.

Rôle play C

This was much more successfully attempted again this year and many examiners reported that Teacher Examiners and candidates appeared at ease with the rôle play. Candidates were able to engage more although a significant number of centres do not encourage candidates to expand the rôle play and therefore prevent them from accessing the higher mark bands. There are opportunities within the bullet points, and one of the unpredictable questions is more open-ended, in order for candidates to expand and show what they are capable of. Centres must not though turn the rôle play into a mini conversation of up to five minutes. It must be remembered however that any expansion must be relevant to the rôle play in order to be credited.

At the same time, simple reading of the bullet point or from the stimulus material will not score well. Expansion of a bullet point can be achieved quite simply by the use, for example, of a short phrase or by offering some extended description.

Centres are reminded that where there is a question mark within the tasks they are expected to ask a question. If a candidate produces a statement they are considered

not to have conveyed the task successfully and often only the more able candidates were able to frame questions successfully.

A significant number of candidates failed to read the rubric at the top of the card rendering some of the responses irrelevant during the rôle play, so that although they seemed to say a lot they cannot score marks for these elements.

Teacher examiner's knowledge of the situation was less than adequate in a number of cases and consequently did not respond adequately to the candidate thus causing confusion. Candidates may at times produce responses that are unexpected and teacher examiners need to respond to these rather than just read out responses from the scenario. The time allowed for teacher examiners to read the rôle plays are an important aid to avoid problems with this.

The bullet points were on the whole accurately completed although *Repas? Achats,* and *Solution?* continue to cause problems for many candidates on all the occasions they are used.

The unpredictable questions continued to be a good discriminator and candidates were able on the whole to answer the more closed question.

Question words however are still a major problem for many candidates who either are not listening carefully or are unaware of the true meaning of them.

Vos details ... is still often very superficially dealt with, often producing just a forename. Details of a mobile telephone number and offering a passport were not seen as successfully completing the task nor were descriptions of the person or their family.

However there were many excellent rôle plays. Candidates responded well to teacher examiners who used the prompts thoughtfully and where encouragement and careful responding to their replies enabled them to expand effectively.

Conversation

In many cases the conversation of the test is well structured and interesting to hear. Teacher examiners are reminded that the specimen questions in the Handbook are merely suggestions. There were a large number of centres where the teacher examiners only asked the candidates these questions. It is against the candidates' interests to follow them slavishly with no personalisation of the conversation. Teacher examiners should use the responses of the candidate to stimulate the next question. This penalised candidates who were unable to take the initiative and often only produced short responses. This is especially the case for candidates of a lower ability who were asked the same questions as a candidate taking the higher level conversation,

There was a more than thorough preparation of the topic in many centres, where an increasing number asked an insufficient variety of questions throughout the centre, and there was a significant minority of centres who asked the same questions to all candidates. Invariably candidates, where this happens, are unable to score highly during this element for the reasons mentioned above.

Naturally, the best conversations occurred when teacher examiners listened to candidates' answers and progressed in a natural way rather than working through the questions in the handbook

The higher levels of the assessment criteria require a wide range of structure and vocabulary both in terms of the questions and responses.

There were many centres who were able to help candidates fulfil their potential through skilful questioning, enabling the candidate to expand and use more complex language, eliciting a range of structures, tenses, opinions and descriptions. It should be noted that a series of closed questions whilst helping some candidates to offer a response will not score other than in the lower mark bands.

Timing was less of a concern this year but centres are reminded that candidates cannot gain credit for responses outside the time limits given in the rubric. Candidates should be given the opportunity to use appropriate structures and language within the time allotted for this part of the examination.

- 2-3 minutes Foundation Level conversation
- 4-5 minutes Higher Level conversation

Similarly short conversations will prevent the candidates from demonstrating their ability.

Examiners commented on an increasing number of packages and /or contents that were damaged upon receipt. It is important that the polybags provided by Edexcel are used to avoid the contents from being lost but, more importantly, that the cassettes are securely wrapped in bubble wrap, or similar, to avoid breakage in the post.

Administration

Many centres continue to provide an excellent service in this area. However some points to note are summarised below:

- Cassette boxes and tapes should be labelled meticulously. It is helpful to use the inlay in the Instructions for Conduct booklet. Each should be labelled with Specification Name and Number, Centre name and number, candidate name and number, level of entry, order of recording and name of teacher examiner.
- Cassettes should be numbered sequentially across the centre, not by individual teacher examiners.
- Cassettes should be rewound to the start of side A.
- Cassettes should be dispatched with the Attendance Register. The L3s should be in a different package.
- Candidates' performance should not be split between sides of the cassette or on two different cassettes.
- Foundation and Higher-level candidates should be recorded on different cassettes.
- L3 mark sheets for each candidate should be arranged in candidate number order across the whole centre.
- Centres should adhere to the time limits for sending materials to examiners and moderators.

- The conversation section has time limits to be observed.
- Introductions on tape of candidates should be effected as briskly as possible in the interests of allowing the candidate to begin speaking.
- The microphone should favour the candidate rather than the teacher-examiner. Centre should be aware that where automatic recording levels are achieved by some tape recorders candidate details are at times inaudible.
- Parcels should be securely packaged for posting using protective bubble wrap or similar for the protection of the tapes.

Conclusion

Although reports on examinations invariably highlight difficulties, it must be stressed that the majority of teacher examiners prepare and carry out this element of the examination successfully.

Many candidates were well prepared for the examination and there was evidence of excellent examining technique.

Examiners and moderators would like to thank teacher examiners for their efforts this year.

3226 3F Reading and Responding

The majority of candidates were entered at the appropriate level. All appeared to have had a sufficiently long time allocation to complete the paper, though some had left gaps where they had obviously found the tasks set too demanding. Very few offerings were illegible through poor handwriting or a failure to use black ink or black ballpoint: the latter being necessary to provide high quality scanned copies for marking on line.

Question 1

This was designed to enable candidates to show their knowledge of basic vocabulary. It was surprising that a small number of candidates who scored poorly in this question managed to score better in more difficult questions later in the paper.

Parts (i), (ii) and (v) were correctly identified by the majority, but there was obviously some confusion between the meaning of *chaussures* and *chaussettes* for items (iii) and (iv) and insufficient care by some to differentiate between the shoes shown in picture C and the trainers in G.

Question 2

This involved the comprehension of short phrases and identifying the places these related to. Nearly all managed to score at least 1 or 2 marks, but vocabulary items such as *bibliothèque* and *roman* in (i) and *patinage* in (ii) seemed to cause problems for some.

Question 3

Very few candidates failed to realise that answers in French were required. Nearly all candidates managed to score at least 1 mark, with part (b) receiving the most correct answers: though a number thought that giving the starting or finishing time for work was sufficient to gain a mark.

In part (a) *pourquoi* in the question was often not understood, with a large number giving an answer such as *dans un restaurant*.

In (c) common answers included *à la caisse*, *servir des clients*, *travailler avec enfants* and the single word *cuisine*, which does not convey the correct idea.

Part (d) was correctly answered by a large number, though much irrelevant material was copied from the text.

In part (e) *travailler* was often omitted and *avec les enfants* on its own was not sufficient for a mark.

Question 4

This question was found to be more demanding than the previous ones, with vocabulary items such as *même* in part (ii) and *à l'étranger* in part (v) not being recognised.

Question 5

Very few failed to recognise the fact that answers in English were required, though some incorporated some French items in answers otherwise given in English. Marks were often lost because answers did not give sufficient information.

In (a) many correctly identified an appropriate advantage, but some gave material not directly relevant to the rooms themselves such as *car park*. There were many poor spellings of *terrace* and the use of the French *vue* in an answer often lost a mark where it was likely that the text had been understood.

In (b) *baby* was often thought to be sufficient as an answer, where the mention of *a cot* or *a bed* was needed in addition. *Chien* was often interpreted to mean *animals* or *cat*.

In (c) candidates often gave *village* instead of *town* for *ville*, a mistake that has been pointed out before. Many omitted the *guided* nature of the tour or implied that *a guide book could be purchased*. *Location* was mainly felt to mean *siting* rather than *hire* and therefore led to incorrect responses.

In (d) some candidates felt it appropriate to invent a personal opinion about the hotel rather than basing their reply on the material provided in the brochure.

3226 3H Reading and Responding

Few candidates opted to take the Higher level paper and some of these would have benefited from entering at Foundation level instead. The time allocation seemed to have been long enough to allow all to complete the paper, though some gaps were left by those who found some of the tasks too demanding. Very few offerings were illegible through poor handwriting or a failure to use black ink or black ballpoint: the latter being necessary to provide high quality scanned copies for marking on line.

Question 1

This was a crossover question and therefore also a part of the Foundation level paper: see 3226 3F Question 3 for main comments. A greater percentage of candidates achieved higher marks than in the Foundation level paper.

Question 2

This was a crossover question: see 3226 3F Question 4 for comments.

Question 3

Most gained at least one mark in Section A and answered Section B correctly.

Question 4

This question was found to be difficult, but few failed to score at least one mark.

In Section B copying *mal payés et donc limités* from the text was sufficient to gain a mark, but many omitted the *mal* or the accents which distorted the meaning. Some referred to pupils missing classes, but copying *ça c'était agaçant* on its own, as some did, was of course not sufficient to gain a mark. Answers referring to the fact that teachers did not talk to Lora were accepted, but only if it was clear that this was the case. Some candidates did not make it obvious that they were referring to the teachers, or implied that the teachers did not talk to each other. Several candidates left Section B blank or copied material selected at random from the text.

Question 5

Candidates found this question very difficult. Correct information was often given in answers, but it was insufficiently detailed to gain marks.

In (a) several candidates correctly identified the fact that *workers would all have two weeks' holiday* but omitted the vital fact that the holidays would be *paid*. *Vacances payées* is not a particularly difficult concept. Some thought that *travailleurs* meant *travellers*.

A few managed to gain a mark for identifying the fact that *few employees took holidays* in part (b) but were unable to explain why.

Question (d) defeated candidates.

3226 4C Written Coursework

As in the past, it was pleasing to see that the vast majority of candidates producing good work according to their potential, and teachers administering and assessing the work very successfully. There were some splendid submissions, especially where candidates were writing creatively about their own experiences. Different entry patterns in the last few years have meant that there were very few low-scoring candidates. There were very few examples of poor or incomplete work and illegible or incomprehensible units.

Tasks

The best tasks allowed candidates to use a variety of tenses, structures and vocabulary in each unit of work. They demonstrated linking, opinion and logical argument. Weaker candidates were able to write simple sentences and paragraphs without too much adherence to stimulus material.

Examples of successful tasks this year included:

- Use of minimal stimulus, such as bullet points
- Differentiated tasks for candidates of different abilities
- Holidays, particularly ones where things went wrong
- Work and leisure
- School and future plans - but only when some variety was added, e.g. a description of a teacher or of a special day at school or of an ideal school
- Home town - description, history, opinions - or from an outsider's point of view. However, for this topic candidates need to be aware of the need to give personal opinions and to use a wide range of tenses. Repetition of *on peut* and *il y a* should be avoided.

Poorer tasks did not encourage candidates to use more than one tense. Language was consequently repetitive, with excessive reliance on the stimulus, and there was little standardisation of task choice within the centre.

Examples of less successful tasks included:

- Tasks which were on the Full Course topic area list but not on the Short Course list
- Tasks which did not specify that opinions and reasons had to be expressed
- Tasks where the outcome was practically identical across a class or year group
- Lists; labelling of pictures - for candidates who could do more than this
- Tasks which relied too much on the use of writing frames
- Interviews - these did not allow candidates to use linking
- Titles covering two or more topic areas
- CV and letter of application

Successful stimulus material was brief, often in the form of title plus bullet points, or even just a title by itself. Some centres used past exam papers (Specification 1226 Paper 4) to good effect. Most stimulus material was in French, although moderators

noted some in English. Often, centres chose safe and predictable topics, and only the better candidates were able to develop these quite unpromising titles into good pieces of work that fulfilled the criteria for higher marks. Some centres appeared unsure of the difference between stimulus and reference materials. The latter might include textbook pages or grammar worksheets which help candidates with a particular piece of vocabulary or with a more complex structure. They only became a problem when candidates copied whole chunks of language from them - and sometimes the same copied work was seen across a whole centre. Moderators are looking to see how individual candidates manipulate the language to make it their own.

Candidates in a few centres were penalised because they had not been asked to fulfil the specification requirement of writing two units of work from two different topic areas. Where candidates had written two units from one topic area, only the better of the two marks was taken into consideration, and the other mark was discounted. Clearly this had a serious effect on the overall marks of such centres. As in previous years, the most common problem was setting both school and work experience (Education, training and employment) and holidays and home town (At home and abroad). Centres are reminded to check the specification carefully before setting tasks.

The excessive length of submissions was an issue in some centres. It is quite possible to obtain good marks for work which meets the specification demands: 200-250 words overall for grades G-D, and 350-400 words overall for grades C-A*. The two units of work should be of roughly equal length.

A few centres did not meet the requirements for controlled conditions, and they too were penalised by having the marks of one unit discounted. Controlled conditions work must be done in the classroom and under the supervision of a teacher. Stimulus material and a dictionary are allowed; reference materials, notes or first drafts of the work are not permitted. Candidates may prepare the work in advance and may wish to memorise parts of it; it is not however in the spirit of the examination to invite candidates to learn by heart pieces of French which they have not composed themselves, such as textbook pages.

Very few centres had arranged for candidates to draft their work. If candidates do make drafts of their work, these must not be corrected by the teacher. Feedback should only be given in the form of general comments; the use of form CFS1 is designed for this purpose. Drafts should be clearly identified and should be included with the sample. Moderators are instructed to ignore final drafts in those cases where first drafts have been marked with specific corrections.

Candidates are encouraged to use ICT when composing their coursework. They are however urged to check spellings carefully, especially accents. The use of Internet translation devices is not permitted, and centres are asked not to authenticate work produced in this way. Centres should make candidates aware of the dangers of using online translation resources such as dictionaries. Very common mistakes involved looking up *l got* and receiving *j'ai obtenu*; this then led to phrases such as *j'ai obtenu s'habiller* and *j'ai obtenu montrer autour de*. In general, moderators were somewhat concerned this year by the standards of word-processed work. When not using ICT, candidates must ensure that their handwriting is legible.

Assessment

On the whole, this was very well done by centres. Some were slightly generous but consistently so. Internal standardisation was usually successful. The three marking grids provided in the specification were well used, although sometimes too much credit was given to work copied from a stimulus, to pedestrian or formulaic work, and to work which was too short to meet the criteria. It is necessary to take into consideration both the length and type of task when awarding a mark for Communication and Content. Here too use of linking needs to be considered, and the extent to which the candidate expresses a logical argument. Under the heading of Knowledge and Application of Language, consideration must be given to the amount of ambiguity produced by poorly formed verbs. Tenses used as an afterthought, rather than being integral to the piece, are unlikely to help the candidate gain high marks here. In the Accuracy grid, it should be noted that the majority of verb forms have to be correct in order to achieve three or more marks. Correct use of accents, for example on past participles, is crucial. To gain four marks or more for Accuracy implies use of more complex language, not simply the absence of error.

Administration

Most centres were extremely helpful in following the requirements of the Instructions for the Conduct of the Examination (the ICE booklet), which are issued well in advance of coursework deadlines. When centres failed to do this, it held up the moderation process and in some cases penalised candidates. There were various specific problems, and centres are asked to note the following:

- The sample should arrive on or before the deadline.
- The latest version of form CF1 (coursework front sheet) should be used.
- It should include the candidate number and be signed by the teacher and the candidate. Centres should note that unsigned work is rejected.
- It should contain an accurate word count and an indication of topic areas chosen.
- Addition of marks should be carefully checked and double-checked.
- Transfer of marks from CF1 to OPTEMS should also be carefully checked and double-checked.
- The OPTEMS form should be completed in full, without error, and should be signed on every page.
- The top copy of the OPTEMS should be sent to Edexcel, not to the moderator.
- If separated, OPTEMS pages should be placed in their correct order.
- Absent candidates should be marked X not zero.
- It is unhelpful to moderators if work is covered in ticks and other marks.
- The sample should be arranged in candidate number order.
- If a sample candidate is absent, then the work of the next candidate on the list should be included.
- The work of the candidates with the highest and lowest marks in the centre should be included.
- The work of a candidate awarded zero should always be included.
- Work in the folder should be in the same order as on the front sheet.
- There should be no loose pages - especially ones with no name on.
- Stimulus material should be submitted - not references to pages in a textbook, or the textbook itself.

- When moderators request additional information or folders, these should be provided promptly.
- When sending coursework through the post, centres should ensure that the full amount of postage is paid.
- The use of Recorded Delivery is not always helpful, as many moderators are working teachers who are not at home to sign for packages
- When moderators point out anomalies and inaccuracies on CF1 and OPTEMS forms, it is the responsibility of centres to inform Edexcel about any changed marks.

2008 Statistics

Paper 1F - Listening and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	25	15	13	11	9	7	0
Uniform Boundary Mark	59	50	40	30	20	10	0

Paper 1H - Listening and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	25	18	15	12	10	8	7	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

Paper 2F - Speaking

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	27	22	18	14	10	0
Uniform Boundary Mark	59	50	40	30	20	10	0

Paper 2H - Speaking

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	40	34	28	23	17	14	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

Paper 3F - Reading and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	25	14	11	9	7	5	0
Uniform Boundary Mark	59	50	40	30	20	10	0

Paper 3H - Reading and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	25	18	15	12	9	6	4	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

Paper 4C - Written Coursework

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw Boundary Mark	40	34	30	26	22	18	14	10	6	0
Uniform Boundary Mark	90	80	70	60	50	40	30	20	10	0

Overall Subject Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Total Uniform Mark	360	320	280	240	200	160	120	80	40	0

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