Grade boundary information for this subject is available on the WJEC public website at: https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en

**Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

**Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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General Comments

Candidates at both Foundation and Higher Tier appeared to have found the examination accessible and most were entered at the correct tier for their ability level. Higher candidates however did not seem to perform as well and at both tiers, very few candidates achieved full marks.

As can be expected, a number of candidates found some parts of the listening examination challenging.

At Higher Tier, all candidates attempted every question and at Foundation Tier all candidates attempted the first four questions whilst only a few candidates did not attempt last two questions.

Spelling errors were frequent but in most cases the answer was unambiguous and therefore credited. Handwriting occasionally made the answer difficult to decipher. Times and numbers were generally understood apart from Q.6 (b) asking for Mauresmo’s birthdate, 1979 interpreted by many as 1969 or 1989.

The unfortunate timing of Murray and Mauresmo parting company caused a number of candidates to answer the questions according to their knowledge of the latest news concerning Murray’s coaching arrangements instead of what they heard. Some thought it wise to inform markers in capital letters next to their answer to Q6. (a) ‘Not his coach any more’ punctuated with several exclamation marks. Candidates might be unaware that papers are written well in advance of the assessments.

In general candidates seem to have understood the gist of most questions but lost marks by giving answers which were imprecise and therefore not credited e.g. Foundation Tier Q.5 (b)/Higher Tier Q.1(b) ‘birthday’ when ‘her birthday’ was required; Foundation Tier Q.5 (c)/Higher Tier Q.1(c) ‘children’ when ‘her children’ was required.

Candidates are familiar with the format and in most cases follow the rubrics correctly and respond in the appropriate language. In Foundation Q.5(a)/ Higher Q.1(a) ‘Decembre’ was marked incorrect as a rubric error although it was more likely to be a spelling error.

Most candidates respected the rubric and answered in English/Welsh as required. Most understood the number of answers required depended on the marks bracketed next to each question and the lines provided for their answers. In written responses candidates occasionally gave too many alternative answers or added some incorrect / superfluous information although more marks were lost because of imprecise answers or insufficient responses than because of superfluous information.
There was evidence that some candidates had used the reading time profitably by highlighting, circling or underlining the mark allocation and interrogative pronouns and noting key vocabulary under pictures and on the draft page. Some candidates made notes in the question side of the paper rather than on the blank page which occasionally caused some confusion.

Some candidates used a pencil or blue ink rather than black ink. There was no discernible difference in the performance of candidates who undertook the on-screen version of the examination nor in that of Welsh medium candidates - many of whom answer a number of questions in English or in a mixture of English and Welsh. Some ambiguity sometimes arises if Welsh medium candidates answer in English but also give an incorrect Welsh answer e.g. Higher Q.6 (g) 'satisfied/hapus'. This was not credited, as 'hapus' = 'happy' and 'happy' was not accepted in English – 'satisfied/happy' = 1-1 = 0.

**Administration**

Centres are generally using the correct procedures for forwarding scripts to examiners. Most scripts arrived promptly and were correctly packed and labelled. Attendance registers were correctly completed.

However, as is the case each year, a few envelopes did not display the correct information required. Problems encountered included:

- No information on the outside of the script packet other than the centre number. The front must also indicate the title and paper number as well as the number of scripts contained in the pack. Some scripts arrived in plain flimsy brown paper envelopes which were damaged in transit. Some bags were packed so tightly with scripts that the corners were damaged and the scripts exposed.

- No register included, no Exams Officer signature, or the register from larger centres was included in one of the packs only instead of splitting the register sheets to correspond to the candidates' names and numbers in each envelope.

- Where multiple packages were sent from larger centres, no indication was made of either the content or the sequence (1 of 6, 2 of 4 etc.) of the packages, entailing the opening of each one in order to establish this.

- A few candidates did not write their candidate number on the script or muddled their number with the centre number or gave a different surname to the one recorded on the attendance register. Centres are required to check this information.

- In a few cases, candidates wrote a different surname to the one given on the register.

- **The issue of administration continues to be a problem and it would be much appreciated if Exams Officers were directly informed of the need to ensure that scripts are collated, packaged and labelled correctly before despatch from their centre.**
FOUNDATION TIER

Question 1

This question was suitably answered by most candidates. A very small number of candidates ticked only one item per row, most were familiar with the format of two rows requiring two answers each. Some candidates selected 'white' instead of 'black' and a couple ticked 'pink' but colours were generally well known.

Question 2

Section 1

(a) A number of candidates selected the 'straight ahead' sign instead of the 'left sign'.

(b) Most candidates correctly ticked '10:00' although a few selected '12:00' – may have heard 'douze heures' instead of 'dix heures' with the z sounding liaison.

Section 2

(c) Generally answered correctly.

(d) This caused a few problems, with 'English' and 'Welsh' often selected.

Question 3

Section 1

(a) The majority of candidates selected '2' correctly, with a minority selecting '10'.

(b) 'Jambon/ham' was not recognised by some who selected the anticipated 'cheese pizza' instead. 'Fish' known by most although the idea of 'fish pizza' may have sounded so incongruous to a few candidates that they selected 'onion' instead or just did not know the vocabulary poisson.

(c) 'Tomato' correctly selected by a high number of candidates.

Section 2

(d) Even though minérale provided a clue to the drink, hearing de l'eau may have sounded unfamiliar to some candidates expecting to hear une bouteille d'eau minérale.

Section 3

(e) Chips portion sizes understood by the majority.

(f) Most candidates were familiar with '18:30' although a few selected '18:00', maybe expecting to hear six heures et demie instead of dix-huit heures trente.
Question 4

Section 1

This question was answered correctly by a considerable number of candidates who ticked 4 statements as instructed in the rubric (4 marks). Some candidates ticked both (i) and (ii) – ‘the house is old’ / ‘the house is modern’.

Section 2


(b) The three answers required were correctly given by many and most answered 2 questions correctly in spite of the spelling of BBQ causing problems for some. However, some candidates took a wild guess and tried anything you could reasonably find in a garden: from ‘flowers and trees’ to ‘balcony’, ‘marquee’, ‘lawn’, ‘pots’ and ‘pool’. ‘Shed’ for ‘chaise’ was a common incorrect answer.

OVERLAP QUESTIONS

Question 5 Foundation/Question 1 Higher

Section 1

(a) ‘December’ answered correctly by a high number of candidates with the odd ‘Decembre’ spelt the French way which caused the loss of a valuable mark.

(b) Most candidates understood ‘anniversaire’ for birthday although a number as expected thought it meant ‘anniversary’ but a mark was lost if the possessive pronoun ‘her’ was missing. It had to be ‘her birthday’.

(c) Again ‘children’ was often given as an answer which could not be accepted for 1 mark as ‘her children’ was the required answer. However ‘family’ on its own was accepted as well as ‘her family’ since ‘her children and their family’ were also ‘her family’. ‘Friends’ was also a frequent incorrect response.

Section 2

(d) Petit-fils was not recognised as ‘grandson’, with answers varying from ‘small son’ to ‘nephew’, ‘son’, ‘young/est son’ and ‘siblings’.

(e) ‘Reading’ often answered correctly although several candidates offered ‘sport’. Some candidates answered ‘reading and drawing’ which lost them a mark.

(f) ‘Judo’ in spite of some spelling errors was answered correctly.

(g) ‘Singer’ not often given as the answer. Most common incorrect answers given were ‘hairdresser’ (chanteuse versus coiffeuse), ‘princess’ and ‘teacher’ being a wild guess. ‘Vicar’ seemed a strange response but probably a result of hearing elle rêve! The verb ‘sing’ was not accepted as an answer.
Question 6 Foundation/Question 2 Higher

Section 1

(a) Most candidates answered this question correctly. Some had drawn the compass points on the draft page with the key vocabulary. Some answered ‘the suburbs’ or the wrong compass point ‘north’ instead of ‘south’ or ‘south-west’.

(b) ‘Bins’ and ‘recycling bins’ often answered, although some candidates lost a mark by answering ‘bins and bags’ or ‘bins and boxes’ possibly referring to their own context rather than what they heard. Occasionally, ‘dump’, ‘tip’ or ‘recycling plant’ or ‘new houses’ were given as answers. Also we occasionally saw ‘reservoir’ as they had heard recevoir.

(c) ‘March’ recognised by most although a few answered ‘May’.

Section 2

(d) A high number of candidates answered incorrectly ‘twice a week’, with a few answering ‘three days a week’ instead of ‘three times a week’ (both answers were accepted). A lot of candidates incorrectly wrote ‘3 times a month / 3 times a fortnight / every 3 weeks’.

(e) Very few candidates answered this question correctly. Some just answered ‘hot’ on its own which was meaningless and given a mark of 0. One imaginative and amusing answer: they were ‘hot on recycling’ in the region. Some candidates answered ‘cold’ instead of ‘hot’.

(f) This question posed some problems with the usual ‘incorrect’ 3 answers: ‘glass, paper, plastic’ given very often possibly in the hope one or two may be correct based on their knowledge of recycling rather than what was in the text. Plastic packaging or waste/bags answered correctly by a large number of candidates but few candidates gave the correct answer ‘plastic bottles’. Many answers found were ‘plastic rubbish’ or ‘plastic boxes’ which were too far from the original script. The term pots was not understood, with a few candidates answering ‘poo’ and even ‘skin’ (peau) which imaginatively transferred to peau de banane – banana skins.

HIGHER TIER

Question 3

This question was answered correctly by the majority of candidates.

Question 4

(a) Well answered although some candidates answered ‘Madrid’ without adding ‘Spain’ and lost the mark despite the rubric asking ‘which country’.

(b) The majority of candidates answered with ‘mobile phone’ or ‘computer’. Some answered ‘robot’. A small number of candidates answered ‘watch’ correctly.

(c) Most candidates answered ‘camera’ or ‘it takes photos’ with a few answering ‘tactile screen’.

(d) Most candidates answered ‘weather’ or ‘weather forecast’ correctly whilst a number of candidates gave the incorrect answer ‘news’, ‘an award’ and ‘the product’.
Question 5

Section 1

(a) (i) ‘Beach’ or ‘zoo’ given as correct answers by a high number of candidates although a few answered ‘go swimming’ or ‘sunbathe’ and lost a valuable mark.

(ii) ‘Aquarium’ and ‘museum’ often given correctly, although the spelling of both words caused problems to some.

(b) It ‘rained’ or ‘rain’ given by many although some answered too generically with ‘bad weather’ or ‘overcast/stormy’. Some candidates gave superfluous information which was incorrect and lost them a mark e.g. ‘it rained and kept the tourists away’/ ‘it was nice but it rained’/ ‘not a lot of rain’.

Section 2

(a) This question posed problems: many did not give the correct answer expected. ‘la fréquentation des hôtels et des restaurants est bonne’ was often simply understood as ‘the hotels and restaurants were good’ – not many inferred that the hotels and restaurants were busy/ doing well.

(b) ‘People spending less money’ was not understood by the majority of candidates.

(c) ‘Economic crisis’ answered correctly by many, although ‘economic crash’ wrongly given sometimes or just ‘problems with the economy’ which was deemed to be too far from the original script.

Question 6

Section 1

(a) ‘Tennis coach’ or ‘trainer’ understood by many, although several candidates answered ‘tennis player’ or gave both answers and lost a mark, as Mauresmo’s job was tennis coach not tennis player.

(b) ‘1979’ offered by many although some candidates still display confusion between the French 60s, 70s and 80s.

(c) This was answered correctly ‘TV’ or ‘television’ by many, although some lost a mark by misspelling ‘telly’. Some answered Roland Garros.

(d) There was some marked difficulty with this question. Some candidates mistook cours to mean ‘course’ or ‘tennis court’ and answered ‘to go on a tennis course’ or ‘play on a tennis court’. The idea of her parents being persuaded ‘to book tennis lessons for her’ had to be shown. Some answers were much too vague, such as: ‘give tennis lessons’ or ‘have tennis lessons’ not indicating Mauresmo was going to have tennis lessons paid for by her parents.
Section 2

(e) ‘World junior champion’ often answered correctly, but the mark was often lost by the failure of including ‘junior’.

(f) Most candidates understood Murray had suffered some injury but did not pick up he had a back operation.

Section 3

(g) Most candidates answered ‘satisfied’ and ‘a victory for them all’ correctly although a small number of candidates gave the strange answer ‘satisfacted’. Many thought ‘proud’ would suffice.

(h) This question caused problems mainly due to the fact a high number of candidates were aware Murray was not being currently coached by Mauresmo. They answered ‘he is in a new team’ or ‘he’s joined a new team’ rather than having ‘a new team’, a team still led by Mauresmo. Équipe was often incorrectly understood as ‘equipment’.
FRENCH
General Certificate of Secondary Education
Summer 2016
UNIT 2: CONTROLLED ASSESSMENT SPEAKING

General Comments
On the whole, Controlled Assessment Speaking tasks were carried out in accordance with WJEC guidelines and candidates were assessed fairly and consistently.

Administration
This year most centres sent their sample on time. However, there are some centres that did not meet the deadline. It is imperative that moderators receive the sample by May 5th each year. The majority of task sheets were in order. The only paper work that needs to be sent is the task sheet which accompanies the task in the sample. There is no need to send crib sheets with the sample. It was noted that some centres used pencil to sign the mark sheet. It is essential that mark sheets are completed in black ink. A small number of centres had not ensured that all work was authenticated by the candidate. It is imperative that all work is authenticated, and centres are urged to check the mark sheets prior to sending in the sample.

Most CDs and USB pens were labelled correctly with the centre name and number. However, moderators are still experiencing some problems with recordings. It is advised that no sticky labels are placed on the CDs as this prevents them from playing. Best practice is where centres include the print out of their candidates and organise the mark sheets in the order of the recordings. It is most helpful when recordings are clearly marked with centre number, candidate name and number and indicate which assessment (01/02) is recorded. The quality of recordings was, on the whole, good, although recordings from some centres had background noise, or candidates spoke very quietly which was difficult to listen to. Centres are advised to double check that all the recordings are clear and present on the CDs or USB pens. The majority of centres meet all of these requirements and moderators would like to thank centres for this.

Occasionally there are clerical errors in the recording of marks on the task sheets or online. For a couple of centres, the mark on the cover sheet and online did not tally. Centres are advised to double check their marks to make sure they enter the correct ones before submission.

Some centres annotated the task sheets, which was useful to moderators.

Moderation process
On the whole marking was fair and consistent. However, accuracy for good candidates tended to be a bit severe and sometimes too generous for weaker candidates. Timings were generally good and in accordance with the Specification. Many centres had demonstrated good questioning techniques in order to stretch the stronger candidates. Centres with a large number of candidates and more than one teacher should carry out internal moderation to standardise marking across the cohort. With the better candidates there was evidence of justification, and questioning was varied and challenging.
Candidates were well prepared for both tasks and some presentations were very interesting and thoroughly researched. Best practice is when candidates present on a topic in which they are interested as the ensuing conversation flows well. Candidates impressively relay high information content during the assessments but this is sometimes at the expense of convincing intonation and pronunciation.

Structured Conversation
Popular themes this year were Healthy Lifestyle, Free Time, School Studies and Holidays. Some conversations developed well and had a good range of vocabulary, tenses and variety of opinions. Timings of the Structured Conversation were mostly within the advised 4-5 minutes.

Presentation and Discussion
Popular themes this year were Holidays, Environment, School and Healthy Lifestyle. Timings of the tasks were adhered to with few centres exceeding the time limit. However, some presentations were too short. Candidates are advised to speak for 2-3 minutes and then take part in a conversation between 3-4 minutes. Some teachers allowed candidates to speak for in excess of 5 minutes and the follow-up conversation then only lasted for 1-2 minutes. It is advised that the timings set out by the WJEC are strictly adhered to. Most candidates delivered their presentations well with a large range of vocabulary and complex structures. However, some candidates had pre-learnt a written task which led to pronunciation difficulties which impeded communication as well as accuracy.
General Comments

Generally, candidates answered thoughtfully and successfully in both papers. Centres had prepared their candidates well. Very few questions were left un-attempted. Most Foundation candidates were entered at the correct level. Higher candidates coped well with the paper.

FOUNDATION TIER

Question 1

This question was generally answered very well. Instructions were followed, with most candidates writing (correct) letters in the boxes. A minority of candidates incorrectly ticked the boxes. Very few candidates (if any) failed to complete the question.

Question 2

This question was generally answered very well. Instructions were followed, with most candidates writing (correct) letters in the boxes. Candidates could recognise the vocabulary for colours and clothes. Occasionally, some candidates added a letter that was not available e.g. L and V.

Question 3

This question was generally answered very well. Instructions were followed with most candidates writing (correct) letters in the boxes. Occasionally i and ii were mixed up.

Question 4

(i) This was answered in French once or twice e.g. *douze heures*. The most common incorrect answer was 12h. Some candidates mixed up the answer for (i) with the answer for (ii). 12 am was also a frequently given incorrect answer.

(ii) This was answered in French once or twice e.g. *dix heures*. The most common incorrect answer was 10h. Some candidates mixed up the answer for (ii) with the answer for (i).

(iii) This part of the question proved to be a good discriminator and very few candidates knew the meaning of *caisse*, although a few guessed with acceptable answers such as ‘reception’. The most common incorrect answers included: pool, gym and changing room.

(iv) This answer was generally answered correctly. Incorrect answers included the other amounts in the tariff list i.e. 4,50, 3,50. They also included 30p, 3 euros and the word ‘gratuit’.

(v) This answer was generally answered correctly but wrong answers included 'Juin' and 'July'.
(vi) This answer proved tricky for a large proportion of candidates. The most common incorrect answers were 'class' and 'lesson' but also included 'race', 'activity', 'challenge' and 'club'.

**Question 5 Foundation and Question 1 Higher**

(i) Many candidates wrote too much detail and therefore made the answer ambiguous. Many candidates incorrectly wrote that there was no 'good' e-mail address or that she didn't have an e-mail address. Sometimes 'adresse' was given, rendering the answer incorrect.

(ii) This was answered well with most candidates giving 'fun', 'funny' or 'amusing'. A few incorrectly gave 'entertaining' and 'annoying'.

(iii) This answer was generally given correctly as 'countryside' or 'country' or 'rural'. Nevertheless, there were many incorrect answers given. Answers involving 'campsite' and 'camping' were common, presumably guessed incorrectly from *campagne*. The word 'champagne' was also incorrectly given, as well as 'mountains'.

(iv) Some candidates struggled to express the correct answer in English. Many answered with an invitation to go on holiday but without the notion that it was WITH Charlotte and in FRANCE. Many common incorrect answers centred around invitations to New Year's parties and birthday parties as well as presentations. Other answers had add-ons which rendered the answer ambiguous e.g. an invitation to come and visit in one year. Others picked up on *santé* and talked about a healthy New Year.

**Question 6 Foundation and Question 2 Higher**

(i) Very few candidates answered this question correctly at either Foundation or Higher Tier. *Moitié* was generally misinterpreted as 'the majority' or 'most people.' Other incorrect answers included almost every other amount e.g. millions, thousands, 50, 5%, 60%, zero and no-one.

(ii) This question was generally answered well. Some candidates started off correctly with expensive but then added 'when in season' making it incorrect. Common incorrect answers included: 'go out of date/rotten quickly'.

(iii) This was answered poorly at Foundation but well at Higher. Out of the three possible correct answers 'potato' was given the most, followed by 'rice', with fewer candidates answering with 'pasta'. Every type of fruit was given as an answer, maybe due to the picture and probably misinterpretation of *pomme de terre* as *pomme*.

(iv) This question was generally answered well. Some candidates wrote the French word *protéine*. Others over-complicated, with answers such as 'raises iron in the blood'.

(v) This answer was often given as 'protein' as in the previous answer. Other common incorrect answers included; 'protects your memories' and 'protects your brain/mind'.

(vi) Every type of egg was given here, even ostrich and crocodile. The most common incorrect answer was 'boiled eggs', 'poached eggs' and 'chicken's eggs'. Some candidates had the right answer but then added 'bio' e.g. 'free-range bio eggs'.
Question 7 Foundation and Question 3 Higher

This question was generally answered very well and candidates gained good marks. Instructions were generally followed. No-one ticked more than the required number of boxes. The back page on the Foundation paper seemed not to have been noticed by some candidates, who answered every other question diligently and then left the last page totally blank as if it hadn’t been seen.

HIGHER TIER

Question 4

(i) This question was generally answered well. Some incorrect answers occurred when candidates knew it was 2 weeks and 3 months but added things like, '2 weeks in three months' and '2 weeks every three months'.

(ii) Often in this question candidates doubled up on the idea of helping tourists e.g. helping tourists and helping English tourists. Common incorrect answers included guiding and showing tourists around. 'Helping tourists to speak German/English' was also a common mistake. 'Teaching tourists about Bordeaux' was also mentioned on a few occasions as was the idea of registering tourists.

(iii) This was answered well in general. The most common incorrect answer was '2' as candidates didn’t take into account her native language.

(iv) A good attempt was made at this question. Sometimes the point wasn’t quite correct e.g. 'loved working or being with people from different countries' instead of ‘meeting’.

(v) A few candidates incorrectly answered this question with '2 weeks', 'the first week', the '2nd and 4th week' and 'the last two weeks'.

(vi) Some candidates didn't know the answer to this question. The most common incorrect answers referred to him becoming a chef or a waiter or preparing food and drinks. Other mistakes included driving vehicles of a different kind such as drive a bus/lorry or fly a plane.

Question 5

Some candidates threw away marks in this question by spelling the words incorrectly i.e. by leaving off accents (préparer) or an 's' at the end of the word such as in tablettes, nouvelles and importantes. Number 4 was nearly always correct, presumably because candidates knew that there had to be an 'ons' ending with nous. Parts 6, 7 and 8 were often correct. Parts 2 and 3 were most often incorrect. This question proved to be a good discriminator.

Question 6

This question was generally answered well. Maybe this is due to young people’s familiarity with new devices and technology. Even candidates who didn’t do so well in other questions seemed to gain marks for this question.

(i) This was answered very well, most candidates answered with ‘summer.’ The most common incorrect answer was ‘festival’ or ‘festival season’, although ‘spring’, ‘Christmas’, ‘autumn’ and ‘winter’ were also mentioned.
(ii) Many candidates had the correct answer, although some put 'to help with portability', 'to make it better', 'to make it quicker' or 'to charge your phone'.

(iii) Most candidates understood plage, although some mentioned at the seaside, on a dock/port and outside or everywhere.

(iv) Surprisingly this was not answered very well. Candidates did not seem to understand the de and à and frequently answers were '250 euros', '20.50 euros'.

(v) Few candidates understood the idea that the price depended on the number of solar panels and tended to put 'the time it takes to charge' as a correct answer. Some answers were given as 'charging a mobile phone' (the answer to the following question). Some incorrectly put 'captures' or 'capturers'.

(vi) This was answered well in general although some candidates mixed up answers with the previous question stating 'to charge the solar charger'. Some candidates mentioned laptops and devices rather than a mobile phone. Others simply stated to 'complete a mobile phone' rather than 'complete the charging of it.' Some mentioned charging a phone with solar or with the sun.

(vii) Most candidates answered with one correct answer 'water' but not as many were able to give a second correct answer. The most common incorrect answers were 'dust', 'dirt', 'salt', 'scratches' and being dropped. There was also talk of enemy gadgets and devices, viruses and hackers.
FRENCH
General Certificate of Secondary Education
Summer 2016
UNIT 4: CONTROLLED ASSESSMENT WRITING

General Comments

This Specification is now in its sixth and penultimate year so much of the content of this report reiterates that of previous reports. Most centres are familiar with the administrative regulations and the requirements for task setting and task taking and are thanked for adhering to them. However, there are still some issues that require attention and the following comments and advice relate mainly to those issues.

Administration

The document entitled Instructions for submitting controlled assessments GCSE MFL should be read before dispatching scripts to examiners. This can be accessed via the ‘Related Documents’ tab on the French GCSE page of the website. Most centres do follow the guidelines but a number of issues still prevail with some centres, where the following points should be noted:

Candidates’ scripts and accompanying documentation should be submitted in individual manila folders. Other methods such as using plastic wallets or attaching the scripts with paper clips, treasury tags or staples or simply dispatching all of the scripts loosely with nothing separating one candidate’s work from another should not be used as they create problems.

- The current portrait style Pro forma 1, which has been available on the website and in use for a number of years should be used. Some centres are still using the old landscape style pro forma so are not providing all of the information required.
- Centres should indicate which is Task 1 and which is Task 2 by circling appropriately at the top right-hand corner of Pro forma 1.
- Teachers/candidates must ensure that they circle the correct context of the task on Pro forma 1. A list of contexts and the areas within them are listed on pages 5 and 6 of the Specification. In particular, it should be noted that School is listed under Local Community.
- Care should be given to the recording and wording of the title on Pro formas 1, 2 and the script. Some teachers/candidates are entering a different title on Pro forma 1 to the one on Pro forma 2 and/or to the title on the candidate’s answer sheet.
- Candidate and teacher signatures are required on Pro forma 1. Some pro formas are lacking the necessary signatures and dates to authenticate the work and have to be returned.
- WJEC stationery (available on the website) should be used. A small number of centres are submitting candidates’ responses on lined paper.
- The correct word count should be written in the box provided at the end of the script. Some candidates are not fulfilling this requirement and others are miscounting (most frequently when a task falls short of 200 words). Candidates should be discouraged from writing word counts for each sentence or numbering every word within the body of the text.
- On the infrequent occasion when a candidate only submits one task, it would be helpful if this could be indicated on the front of the folder to avoid unnecessary referral to the Missing Scripts section.
TASK SETTING

The majority of titles this year, as in previous years, related to the topics of Holidays, Free Time, School, Healthy Living, Home Town and Work Experience. Most were appropriate, accessible to all abilities and provided opportunities for candidates to gain the highest marks in all three criteria. However, some titles that have been cited as inappropriate or contrary to regulations in previous reports were set again this year so the following points need to be reiterated:

- The two pieces presented must be from different contexts. When choosing titles, teachers are advised to check the context before setting the task to ensure that this regulation is not contravened. The most frequent contravention occurs when candidates submit a task on School and a second on Home Town, both from the context of Local Community.
- The title must be confined to one context only. Titles which specifically invite candidates to write within more than one context e.g. My school and my work experience (Local Community and The World of Work) or Ma maison et ma région (Personal and Social Life and Local Community) must, therefore, be avoided. Titles such as Moi, Ma Vie and A job application are also discouraged as these tend to give a free rein to candidates to write information and points of view that span a number of contexts.
- Unspecific titles such as Cher Correspondant or A letter to a penfriend are not appropriate as they give no guidance to the candidate about what to write or to the examiner about what to expect.

The best outcomes tend to occur when candidates are encouraged to produce personal responses to the titles, in which they express and justify their own opinions. Such an approach tends to generate not only a wider variety of responses but also a better standard of work than a formulaic approach.

TASK TAKING/ QUALITY OF WORK

Communication

Much has been said in previous reports about the importance of giving due attention to the title and staying within the remit. Most centres have heeded the advice given and are now ensuring that candidates respond appropriately to the tasks set. However, there are still some individual candidates and, in some cases, whole cohorts of candidates that digress from the title and include irrelevant information in their responses.

Most candidates are able to meet the prescribed word count, however, it is worth reminding able candidates that in order to achieve the highest marks for Communication they must write ‘as complete an answer as can be expected’ and demonstrate an ability to express information ‘in detail’ and develop points of view. There were a number of evidently able candidates this year who wrote accurate but short responses that lacked the necessary development to achieve the top marks.

Candidates should also be reminded to give their opinions and justify them. There were some interesting and well-written pieces this year that did not contain any points of view or just the occasional simple opinion with no justification. Furthermore, candidates should note that the inclusion of parce que/car does not in itself guarantee a justification as, for example, Je pense que c'est nul parce que c'est terrible.

Candidates are required to organise and structure their material in order to gain 5 or more marks for Communication and there is an expectation that they will write in continuous prose in paragraphs. Most candidates met these requirements but some still presented 300 word responses in one continuous paragraph, some inserted // in the body of the text and others used asterisks and arrows to direct the examiner to information they had missed or wished to add, all of which do not give the impression of presenting work ‘in an organised fashion.’
Once again this year, there were numerous examples of communication being hindered by the absence of punctuation or inaccurate punctuation. Poor handwriting also hindered communication on occasions. Some scripts were very difficult to read because letters were not formed correctly or because the handwriting was minuscule. Candidates with very poor handwriting would be better advised to word process their work.

**Accuracy**

Some highly accurate pieces of work were presented, with many candidates achieving 4 or 5 in this category. However, a significant number of candidates who scored poorly on Accuracy might have benefitted from making use (or better use) of the crib sheet (Pro forma 2). It is surprisingly quite common to find the words ‘not used’ or ‘not needed’ written on the crib sheet and then to find key words frequently misspelt and basic structures wrongly formed throughout the response. It is also disheartening to see words misspelt on the crib sheet and then inevitably misspelt on the script. *Normalement* was frequently misspelt (normalent, normalant, normalment, normalmant, normlement), as were *vacances* (vancanes, vancanse), *Espagne* (Espange, Espangne, Espagné), *copains* (copauns, copaines, compains, copanians), *amies* (aimes) and *rencontrer* (recontrer, reconter).

Anglicised spellings of cognates such as *problems*, *delicious*, *comfortable*, *example*, *activities* also occurred quite frequently and a number of titles contained spelling mistakes, occasionally changing the intended meaning e.g. *Mon temps livre*. Some centres have overcome this problem by printing the title on the script but this does not always guarantee that words that have been spelt correctly in the title won’t be misspelt in the text!

The phenomenon of splitting words is becoming increasingly prevalent. Many candidates appear to be more familiar with the spoken word than the written word and attempt to transcribe spoken French unsuccessfully. The following are just a few of the many examples noted this year: *ce pendant*, dé ja, *a fin de*, *à pres avoir*, puis que, *je vous drai*, j’amais, j’allais, *ce la*, diverti sont. Occasionally this happened more than once in the same sentence e.g. *Je vais tou jours en ville a pres le college*. Conversely, but less frequently, two words and sometimes three became one: *nousétions*, *il ya*, *ilya*, c’étadire. Other errors such as *je mere reveille* similarly revealed a lack of familiarity with the written word.

Accents continue to pose problems in a variety of ways. Sometimes candidates omitted them, sometimes wrongly inserted them, sometimes used a grave accent instead of an acute or vice versa and occasionally used a horizontal line (presumably not wishing to commit one way or the other!). One or two misuses or omissions that don’t affect communication may be classed as minor errors but where the misuse of accents is a recurring trend throughout a piece, for example, consistent omission of accents on past participles, it will have a more significant impact on the mark awarded for Accuracy. Occasionally the omission or wrong inclusion of an accent can lead to ambiguity or change the meaning and thus also affect communication: *ou/où* and *sale/salé* being two recurring examples this year.

Dictionary errors appear less frequently now than in the early years of the Specification but there were still some examples this year. The misuse of *tellement* as the conjunction *so* appeared a number of times e.g. *J’ai fait beaucoup de sport tellement j’étiais fatigue*, as did attempts to form the imperfect tense using *j’utilisais* to mean *I used to*.

There were, as usual, some howlers:

*J’ai mangé la pizzeria.*

*Il faisait beau et chaud tous les jours mais un jour il y avait un orange spectaculaire.*

*En 50 ans il n’y aura pas d’espèces vertes.*

*Les problems le plus important a mon avis est la destruction de la couche d’ozone parce qu’il provoque d’autres problems par exemple les carottes glaciers fondant.*
Range

There were many excellent scripts demonstrating a wide vocabulary and confident handling of a range of complex and adventurous structures. Idioms and proverbs used appropriately in context featured more frequently on scripts this year, adding colour to the language.

It is evident that teachers are encouraging candidates to be adventurous with their use of language and to attempt more complex structures. It should be noted, however, that 4 or 5 marks will only be awarded for Range where complex structures are either ‘handled confidently’ or ‘mostly correct’. There were many occasions when less able candidates made attempts at complex structures at the expense of accuracy and communication e.g. ‘Le weekend dernier ma mère m’a dit qu’il fallait que j’allais à match a ….. mais jourais préfère regarder le match à la tele’, and it was not uncommon to see complex structures appearing in a text alongside basic errors e.g. Normalement pour diner je mangé viande parce que containe beacoup de protein bien que je sache que je deteste manger du paté. Furthermore, some rather over-zealous attempts at forming subordinate clauses resulted in convoluted sentences, thus clouding communication e.g. Quelquefois je vais à la plage où je nage pour long temps avec mes amis qui sont intelligents, que j’aime parce qu’il y a beaucoup à faire par exemple le surf, qui est vraiment amusant mais d’autre part, malheureusement, très dangereux.

It is hoped that the above comments and advice will help centres to address any relevant issues. Although the report focuses mainly on shortcomings, it is also pleasing to report that most centres do meet the requirements and many candidates do indeed produce work of a high quality.