GCSE EXAMINERS' REPORTS

FRENCH

SUMMER 2015
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 Tiers appeared to have found the examination accessible and were, for the most part, entered for the level appropriate to their ability.

Fewer candidates in both Foundation and Higher Tiers had difficulty with numbers compared to previous years.

A high number of candidates were able to access high marks at both levels with a good number gaining full marks at Foundation Tier.

Most candidates respected the rubric and answered in English / Welsh as required and most seemed to be aware of the allocation of marks per question and answered accordingly.

In the multiple choice questions, most candidates ticked the required number of boxes.

Very few candidates did not attempt at least part of each question.

Spelling and handwriting presented problems in a few cases, particularly when the candidates’ handwriting was very small. In the case of the examination question which required candidates to insert capital letters in boxes (Q.6 Foundation and Q.2 Higher), some candidates’ writing was so illegible that it was difficult to distinguish between the letters I/J/G or the letters A/E/F for example. Some answers being illegible or difficult to decipher: in these cases marks cannot be awarded if the examiner cannot read the answer. Centres are reminded that candidates with handwriting that is difficult to read are allowed the use of a laptop or tablet without prior permission from the examining body (details of this arrangement are contained in the JCQ ‘ICE’ book).

There was evidence that some candidates had used the reading time profitably by circling / underlining / highlighting the mark allocation and interrogative pronouns and noting key vocabulary under pictures or anticipated vocabulary on the right-hand page. These examination techniques demonstrate good practice in many centres. However, in a few instances, anticipated answers were written above or under the answer line space instead of the rough notes pages. This resulted in confusion into which answers were intended to be given to be marked, incurring loss of marks when several conflicting answers were written in the same space.

In some cases, candidates crossed out answers and scribbled alternative answers on their crossed out initial answers which were consequently hard to decipher.
Administration

Generally, centres are using the correct procedures for forwarding scripts to examiners. Most scripts arrived promptly and were well packed and labelled. Attendance registers were correctly completed. However, as was the case last year, a few envelopes did not display the 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.

- More serious issues include split consignment sent to different examiners and scripts sent to examiners of the wrong language. This entails much work and delay whilst trying to track the packages down. Some packages were sent with no information at all on the outside.

- 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. The division of Question 1 into two sections with clear instructions and a mark of [2] next to each grid may have contributed to this question being more accessible to weaker candidates this year as it was last year.

A very small number of candidates only ticked one box in each section. Most ticked the correct boxes, banana and lemon, correctly although a few ticked the box strawberry.

Having the flavours in English in brackets was of benefit to some Welsh-medium centres, as these words would be unfamiliar to some candidates.
Question 2

As Question 1, this question was divided into two distinct sections thus ensuring candidates tick two boxes in each section. Many candidates gained full marks in this question. Numbers and family vocabulary appeared to be well known.

Question 3

This question was answered correctly by a good number of candidates.

Section 1
(a) 650 was sometimes selected instead of correct answer of 600.
(b) Countryside sometimes selected instead of seaside.
(c) 8:30 answered correctly by most candidates. There was a little confusion with à huit heures et demie, with some candidates choosing à huit heures et quart instead.

Section 2
(d) Chemistry selected correctly by a considerable number of candidates.
(e) Useful or interesting often selected instead of correct answer easy. The same mistake was noticed in Welsh medium centres with the use of defnyddiol instead of hawdd.
(f) ICT correctly selected by most candidates with the occasional EPS (‘éducation physique/informatique’) sounding similar to some.

Section 3
Boxes were sometimes ticked randomly it seems in answer to this question and the choices of jobs were rarely both right.

(g) Few candidates ticked the correct box for fireman.
(h) Facteur caused more problems and was not recognised by some.

Question 4

Section 1
(a) Historic or historical answered correctly by a good number of candidates. Some candidates answered old/ancient, deducing the park itself was an historic building (old). A few candidates answered attraction theme park and a few perhaps projecting their own feelings about theme parks and answering exciting theme park.
(b) West given correctly by many but strangely a good number of candidates wrote down South-West while other candidates gave any compass point in the hope it would be the correct answer.
(c) 2 million answered correctly by some but more often given as 2,000. Candidates either wrote the answer in figures, sometimes missing a zero out, or in full script.
(d) A child’s ticket (‘enfant’) answered correctly by many although some candidates also added infants to hedge their bets. Some guessed answers included: OAP ticket, a day ticket, a family ticket, a dog ticket, an entrance, a ride, a fast track, a roller coaster, a festival, a concert…
Section 2

(e) 20 euros/ €20 answered correctly by most candidates although sometimes the currency value was not included, or not clear (20 on its own). $20 or £20 was a recurring answer. 15 euros was sometimes given, perhaps transferred from (d) when a dog ticket was given as an answer.

(f) *Parking* was sometimes mistaken for *packing* giving answers such as *packed lunch*, *lunch box* and even *dog food*.

(g) *At night or evenings* answered by few candidates. Answers varied from *in summer/winter/next week* or a given time such as *8 pm*.

(h) *April* often answered correctly or the fuller answer *from April to September/ April-September* given by many. A good number of candidates gave the incorrect answer *September* on its own.

**Question 5 Foundation / Question 1 Higher**

This question was answered reasonably well. Questions (a) - (d) layout was very accessible to all candidates requiring them to tick one answer out of three.

**Section 1**

(a) Most candidates ticked correct answer *auntie*.

(b) Correct *emotion* face was selected.

(c) *Small* selected correctly by most.

(d) *Grey* selected correctly by most although the occasional *green* was wrongly ticked or *gwyrdd* probably because it was the only option which began with “g” on the Welsh paper.

(e) *Birthday present* did not pose too many problems with the occasional incorrect *anniversary* given. *Noël* not well known surprisingly by a high number of candidates. Answers varied from: *her old phone was broken or lost, she wanted a new phone and surprisingly she got the phone for good behaviour*.

**Section 2**

(f) *Phone has a camera and can take photos* often given as the answer: it can take *a lot or many photos* were the only answers considered as correct.

(g) *No internet* answered correctly by many candidates whilst others answered that the internet access was slow or intermittent or that reception was weak. *Internet* on its own was sometimes given as an incorrect answer. Some candidates confused “je n’ai pas Internet” with “je n’aime pas Internet”.

**Question 6 Foundation / Question 2 Higher**

This question was well answered by Higher Tier candidates and a good number of Foundation Tier candidates. However, some candidates’ writing was so illegible that it was difficult to distinguish between the letters I/J/G or the letters A/E/F for example. In Section 3, some candidates mixed letter J (correct answer for train) and G (lorry) in their answers for some reason.
**HIGHER TIER**

**Question 3**

Section 1
This was well answered by most candidates although a few ticked (i) and (ii).

Section 2
(a) Some candidates did not notice the question started with the personal pronoun ‘who’ and did not give the persons Lucie could help in school. Answers varied from help in the kitchen to help in ADT. Dinner ladies/canteen staff or Food Tech teacher were often given correctly but many candidates wrote cantine staff or employees and lost an easy mark due to the rubric error (answer in English).
(b) Lucie loves or adores food was the accepted answer. Many gave Lucie likes food which was not considered to be correct. She likes food a lot / she has a passion for food / she enjoys food were accepted as correct alternative answers. She loves nutrition was not accepted as nutrition was not mentioned in the script.

**Question 4**

(a) Around the world / tour of the world / world tour answers accepted as correct, but not visiting a lot of countries. This question was usually well answered by a considerable number of candidates.
(b) Big or huge boat/cruise ship or liner often given as correct although several candidates gave yacht or private jet as an answer.
(c) Poor people / people in need given by a number of candidates. In some cases, answers such as the homeless / the starving / those travelling with him / his fiancée were given. It is likely that “financièrement” was mistaken as “fiancée”.
(d) Work / get a job answered correctly by many although a number of candidates wrongly answered not work too much or as often.

**Question 5**

Section 1
(a) Nuclear waste or rubbish answered correctly by many but many answered nuclear power stations, nuclear pollution, nuclear energy.
(b) Not many candidates got the idea of rainfall/floods with some answering acid rain.
(c) Some candidates did not know the term triste for sad. Answers varied from relieved, annoyed, angry, worried, happy etc. (wild guesses). Triste was recognised by most Welsh candidates.

Section 2
(d) The government was not often given as the correct answer with many blaming the tax people or the people who pay tax.
(e) Natural disasters given more often than economic crisis - climatic crisis sometimes given as answer. Very few candidates gave the other alternative no seasons any more as their answer.
Question 6

This question proved more challenging, with some parts of the question not attempted by some candidates.

Section 1
(a) 15 medals answered correctly by a high number of candidates
(b) Many candidates answered the first Olympic Games without mentioning the fact that it was the Winter Olympics.
(c) Some candidates answered 2 silver and 1 gold instead of 2 gold and 1 silver with some candidates thinking or meant bronze. Some candidates understood the question to mean which type of sport were the medals won for and gave a variety of sports in their answers.

Section 2
(d) Many candidates remained on the winter theme and answered skiing and snowboarding/bobsleigh. Several candidates answered ice skating instead of ice hockey and sailing instead of windsurfing.

Section 3
(e) Some candidates mentioned several ‘body parts’ but not the correct answer: shoulders. Some candidates mentioned one particular shoulder, either right or left which was incorrect. Shoulder in the singular form was accepted as correct.
(f) Whilst some candidates understood he was going to Norway, they did not specify he was going to move or live in Norway so could not be granted the mark. Not many candidates knew Norvège was Norway, with Italy being a firm favourite. Some candidates thought he was going to train for the next Olympics.
FRENCH
General Certificate of Secondary Education
Summer 2015
UNIT 2: CONTROLLED ASSESSMENT SPEAKING

Principal Examiner: Angélique Davies

General comments

Controlled assessment speaking was generally carried out in accordance with WJEC guidelines. Overall, candidates were assessed fairly and according to the mark schemes.

Administration

- There were a number of centres which failed to submit samples by the deadline and without any explanation as to why, indeed, some were over 4 weeks late!
- CDs were occasionally badly packed and not protected in a CD cover.
- Usually, centres sent only the relevant mark sheets but some included unnecessary additional material e.g. preparatory materials and wordlists.
- Some mark sheets had not been signed. Candidate examination numbers were also missing.
- Some samples were adequately labelled, some were not. It takes time to identify tracks when no list of candidates is provided. However, some files on CDs and USBs had been labelled with all necessary information. It does take time to identify unlabelled work.
- A number of clerical errors were made. Either a wrong total being entered online or the marks for the Structured Conversation and the Presentation and Discussion being entered in the wrong columns.
- At times the information on the mark sheet did not match the tasks recorded.
- Most centres sent equal numbers of Structured Conversations and Presentation and Discussions but there was not always this balance. Nor did the selected tasks cover the entire mark range for both tests. In some cases the top 5 marks were one test and the bottom 5 the other test. The best practice I saw downloaded the sheet of required samples from the secure website and then all the even numbered samples were one type of test and the uneven numbered samples the other test.
- The quality of recordings was generally good though some suffered from background noise or a badly placed microphone. A small minority of samples had corrupted recordings. Recordings should be checked before posting.

Timings

Announcing the centre name and number, the candidate name and number, as well as introducing the type of task should not be part of the timing.

The timings of the tests were a serious issue with a number of tests falling outside the suggested parameters. Maybe this reflected the candidate’s ability but often candidates had been cut off and not given sufficient time to develop their skills.
A number of Structured Conversations were short but the problem was more noticeable in the Presentation and Discussion.

Some presentations were over long but many lasted less than 2 minutes, while several struggled to last 1 minute and a half. A long presentation tended to mean a short discussion (by way of compensation?).

Even within a centre with the same teacher the timings could vary noticeably. At times the evidence provided did not support the mark given by the teacher due to its brevity.

**Structured Conversation**

Most candidates spoke about topics related to themselves i.e. themselves, family, education, local area or holidays while abler candidates often spoke of the environment or healthy lifestyles. Some candidates delivered pre-learnt responses but rather blandly, others answered in full sentences clearly enough but did not develop responses to match the higher marks. There were few examples of candidates struggling to contribute something to a conversation.

Very often pronunciation was a serious problem impacting noticeably on the amount of information conveyed clearly and also on the mark for Accuracy. However, overall pronunciation was more correct than not.

Most candidates attempted to show they could use a variety of tenses but many were inconsistent and verb forms unreliable. There was less evidence than in previous years of the use of complex structures except where a whole class had been trained to use a particular construction.

Some teachers felt the need to interpret the candidate’s response or a least to clarify/repeat them correctly.

Some teachers interpret the need to “interact” as the candidate must ask a question. This is often stilted or not developed. It really isn’t necessary. Candidates need opportunities to interact and respond to teacher intervention in order to access the highest marks in Communication and Content.

**Presentation and Discussion**

The favourite topics were the same as for the Structured Conversation though occasionally a more personal topic was evident e.g. dancing. In the case of a genuine personal interest the candidate showed better intonation and coped better with the discussion.

Most candidates could deliver their presentation competently or better however, for some it was clearly a written exercise and pronunciation was so flawed that communication was impeded.

In the follow up discussion standards often fell away. Some candidates were well prepared while others seemed to know exactly what was going to be asked. There should be unpredictable questions.

The best candidates showed excellent interaction and high information content. They were able to justify and develop points of view using a range of structures, tenses and vocabulary.

Centres need to be aware that both the mark for Range and that for Accuracy must reflect both the Presentation and Discussion.
Assessments

Generally the mark scheme was applied fairly though marks tended to be generous rather than severe. There was clear evidence of cross moderation within some centres even when one teacher had conducted all tests. This should be encouraged.

In a minority of centres, teachers added comments to explain their allocation of marks, this is something which is invaluable to moderators and should be encouraged.

In the Structured Conversation top band marks were often awarded for Communication and Content when criteria like “steer the conversation” or “narrate events” were not met.

It must be remembered that pronunciation can have a large impact on communication as well as of course have an impact upon the mark for Accuracy in the Structured Conversation and the Presentation and Discussion.

There seemed to be a greater incidence this year of interference from other languages, notably Spanish.
FRENCH
General Certificate of Secondary Education
Summer 2015
UNIT 3: READING

Principal Examiner: Louise Pearce

General Comments:

It is pleasing to report that candidates have been well prepared for the reading examination. Candidates were very good at making use of exam techniques such as circling / highlighting / underlining key words and phrases, both in the texts and the questions. This assisted them in scanning and locating correct responses. Candidates should be encouraged to continue to use this method as it is good practice. Candidates at both Foundation and Higher Tier seem to have found the examination accessible and were, for the most part, entered at the correct level. Very few candidates left gaps or failed to attempt questions.

A few candidates lost marks by failing to answer in the correct language. Also a few candidates lost marks in giving a choice of 2 answers to a question, separated by a slash symbol or by using brackets. This should be discouraged. A few candidates had difficulty in forming letters in the first 3 questions of the Foundation paper and students should be reminded that clarity is important.

Some examiners have commented that the packaging of the scripts could be improved. On the sacks, the Examinations Officer should write the number of scripts in each package and complete all the boxes in full.

FOUNDATION TIER

Question 1

Candidates tended to score well on this question. Very few failed to complete the question and the rubric was adhered to.

Question 2

Generally correct.

Question 3

Generally correct.

Questions 1-3 were answered well and candidates were able to score good marks from these questions.
Question 4

(i) Generally correct. Most candidates answered English.
(ii) Many alternatives for choir and various misspellings e.g. choire, chour, choure, quire, quoir, coir. Some candidates managed to convey the idea of singers / a singing group / singing club but music group / music band / music club were not specific enough but frequently given.
(iii) Swimming was often given instead of swim.
(iv) Males / men / girls / children were sometimes given as an incorrect answer.
(v) Not always correct although the answer a candidate gave may have depended upon what the music room is called in individual schools, hence music studio / music lounge / music theatre / music hall etc.
(vi) Thursday was frequently given instead of Monday. Sometimes this was answered in French instead of English.

Question 5 Foundation / Question 1 Higher

(i) Many candidates successfully conveyed the idea of changing planes / catching a connecting flight at Fort-de-France. Unfortunately, sometimes the wording of their answer didn’t convey this idea and gave the impression that there was a problem with the plane and that someone else changed the plane perhaps because of a technical fault, e.g. They changed the/his plane. Misspellings of plane sometimes changed the meaning (plan, plain).
(ii) There were many different answers but most candidates conveyed the idea of dancing / eating / playing music although some confused the answers with too much detail. Some detail was acceptable: dancing in circles, dancing in rows, dancing in brightly coloured clothes, dancing in the dark etc. Other details were not accepted e.g. dancing in the sea, dancing in the waves, dancing on the roof!
(iii) The idea of the cakes being too sweet was conveyed in a number of ways: too sweet / too sugary / too much sugar / too sickly. Often they tasted of fish was given as an incorrect answer.
(iv) The text lent itself to a number of possible answers and many different responses were given. Incorrect spelling of ‘bac’ was frequent: baccalaurette, bacholoriat etc. As for question (ii) some candidates talked themselves out of a mark by adding too much incorrect detail or by ‘clumsy’ English which rendered the answer ambiguous or incorrect: to study for High School, to study for his college course etc. Some answers gave no indication that they knew that Baimbridge was a school, so to go to Baimbridge was incorrect. Baimbridge Collage was a popular incorrect answer.

Question 6 Foundation / Question 2 Higher

(i) Bibles, seats were given as incorrect answers.
(ii) Cartoons and colouring books were popular incorrect answers.
(iii) Usually correct.
(iv) A variety of incorrect answers were given including the misspelling of choose/choice which appeared more like the French word.
(v) Usually correctly answered.
Question 7 Foundation / Question 3 Higher

This initially appeared to be a difficult text, however candidates tackled it well and many candidates were able to score full marks at both Foundation and Higher Tier, although the success rate at Higher Tier was understandably greater. A score of 5 marks was frequent. A lot of candidates ticked (ii) taking, *Les nouvelles technologies ont eu des conséquences désastreuses sur l’environnement*, to refer to technology and not new technology. A closer reading of the text would have given a different response. Question (vii) ‘Pollution is increasing’ was frequently not ticked. These tended to be the two areas of confusion.

**HIGHER TIER**

**Question 4**

Often candidates scored full marks, however when incorrect answers were given they tended to be the last 3 boxes in the wrong order: Nicolas, Olivier, Daniel. Generally the names were copied and spelled correctly and candidates scored well on this question.

**Question 5**

Some marks were lost on this question and it proved to be a good discriminator. Sometimes marks were lost through incorrect copying of words from the box, especially in making the French, *footballeur* into the English, *footballer*. The 3rd and 4th words (*Lille/notes*) seemed to be most frequently omitted yet *mondial* (6th word) which could have proved difficult was often correct. *Allemagne* was often misspelt as *Allemange*.

**Question 6**

(i) A number of candidates confused *dix* and *six* giving, *six days* as their answer. Also *months* was incorrectly given for *jours*.

(ii) *Dessin* was often translated as *design*.

(iii) Usually correct although some candidates said that he walked, had a lift in his *mother’s* car or gave two alternatives and lost a mark.

(iv) This question proved quite difficult although many candidates gave a correct answer. Sometimes the English was awkward and didn’t really make sense, *They didn’t know the manner of the proceedings*, for example.

(v) There were a number of possible answers to this question based on the information in the text. Many were not specific enough to be given a mark. A number of candidates said, *a variety of subjects*, and *métiers* was often misunderstood as *matières*.

(vi) (a) Some candidates found difficulty expressing the answer and frequently gave *working alone*.

(b) This was usually correct. Sometimes *annoying* was given as an incorrect answer.

(vii) Often correct, although incorrect answers such as *travel agents* were sometimes given.

On the whole, this question proved more difficult and although many candidates scored full marks, there were often one or two incorrect responses. Weaker candidates often answered (i), (ii), (vi) (b), and (vii) correctly even if the other answers were incorrect.
General Comments

Teachers and departments are to be thanked for their hard work in preparing students for the controlled assessment in writing and in completing the administration effectively. Most centres are now adhering to the guidelines provided by WJEC.

The points below are intended to be a guide to some of the areas which need attention in a few centres.

Administration

- Scripts should be presented in manila folders. They should have on the front of the folders the centre and candidate details. Tasks should not be presented in plastic wallets and no staples or treasury tags are to be used.
- Some folders only contained one task. Some folders contained 3 tasks. Two tasks are required. On the rare occasion where a candidate only completes one task, it would be helpful if the teacher could indicate this on the outside or the inside of the folder.

Mark Sheets

- Mark sheets are required to contain both the candidate and teacher signatures.
- A number of centres now type the centre details and titles of tasks onto the pro forma before printing. Whilst this is perfectly acceptable, centres are advised to shred any stationery with pre-inserted titles once that title has been used, as there are increasing numbers of administrative errors on scripts where the content does not match the title.
- Most candidates now adhere to the rules governing pro-forma 2 (40 word sheet) and there was evidence this year of some centres checking the sheets, thank you. Some candidates did not make use of them and many folders contained 40-word sheets with the words ‘Not used’ written on them. Centres are reminded that a pro-forma 2 for each task must be submitted, even if the candidate does not make use of it, or alternatively include a note to this effect.
- Scripts must not be corrected and/or annotated by teachers.
- A small number of candidates wrote in pencil and candidates need to be reminded to write in blue or black pen.
- On some scripts the candidates had corrected errors using a different pen. Centres are reminded that the task must be completed within one session and that candidates are not allowed to make amendments after the end of the session.
- On pro forma 1, Task 1 / 2 should be circled to clarify which task is which.
- A reminder to centres that correction fluid is not to be used.
TASK SETTING

It is pleasing to report that there appeared to be fewer problems with titles this year. However the following should be noted:

Titles

- Ensure that the title set relates to one context only. A title such as ‘A job application’ in which candidates include details about themselves, their school and their work experience is inappropriate, as the content spans 3 different contexts. A title such as “A work experience placement” should not appear under the title of School. Similarly writing at some length about holidays under the title of ‘Free Time’ is not suitable. Titles such as ‘A letter to my penfriend’ are not appropriate as they are too broad.
- Titles must relate to one of the topics in the specification and must be presented in the appropriate context e.g. a task about energy in France cannot be presented in the context of Local Community, in which candidates are expected to discuss environmental issues in their own local context. Please refer to the Specification for details of context areas and topics.
- Titles should be accessible to the full ability range or titles should be differentiated according to the ability of the candidates.
- Candidates should take care to spell titles correctly: ‘My health and fitness’ and ‘L’environnement locaux’ are examples of misspelt titles.

TASK TAKING / QUALITY OF WORK

- Candidates should be discouraged from introducing themselves e.g. « Je m’appelle… et j’ai … ans» at the start of every task, unless this is relevant to the title.
- Poor handwriting was evident this year and some candidates failed to (literally) dot ‘i’s and cross ‘t’s e.g. «Quand j’elais pelite». However, there is increased evidence of candidates with poor handwriting being encouraged to word process their work.
- There were many examples of poor spelling affecting marks awarded for Communication and Accuracy.

Common features of misspelling included:

Splitting words
« Je pense qu’ils adore rerai tent. »
« Nous ne pouvons pas ma quiller. »
« un pantal on noir »
« Le temps était en soleillé. »,
« Je trouve que Will Smith est le milleur acteur parce qu’il est très talent veux. »
« Elles sont dé tendues. ».

Missing accents or wrong accents
Particularly when attempting « préfère » or « préféré».
The occasional candidate omitted accents throughout.

Spelling words phonetically,
« Como tale vou? »
« Chonse Elyssé »
« Etas Unis »
« quisine »
« nous avons manger »
Using English spelling of words
‘delicious’
‘activities’
‘comfortable’

Common misspellings
« vacances » (vacanes)
« étranger » (entranger)
« drogues » (drougues)
« environnement » (environment/enviroment)
« ennuyeux » (enneyeux)
« Espagne » (Espange)
« compagne » (compange).

Dictionary errors
These impeded communication e.g.
« Mon régime idéale contiendra beaucoup de legumes et exorcisme »
« jusqu'à la rupture à dix et demie heures »
« j'ai quinze ans…. Je dois admettre que j'adore regarder plonger car mon mari participe au concours. »