Statistical Information

The Examiner’s Report may refer in general terms to statistical outcomes. Statistical information on candidates’ performances in all examination components (whether internally or externally assessed) is provided when results are issued.

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.
UNIT 1: LISTENING

General Comments

Candidates at both levels found some parts of the listening examination challenging - one of the overlap questions in particular presented difficulties to candidates at both levels. Although there were some who were able to access high marks at both levels, there were very few who gained full marks.

Most candidates followed 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. However, in the multiple choice questions, there were still some candidates who ticked more boxes than required and were therefore penalised.

There were very few candidates who did not attempt at least part of each question.

Spelling and handwriting presented some problems although these seemed generally fewer than in the past.

There was no discernible difference between the performance / answers of candidates in Welsh medium centres.

Many candidates made good use of the “Rough Notes” space to write down vocabulary items in order to help them choose correctly and they should be encouraged to continue to do this.

A small number of centres demonstrated that candidates had not covered all the themes. This could be attributed to early entry in Year 10 by some centres.

Some candidates seem to use the time before the CD begins profitably by circling / underlining / highlighting the mark allocation and noting key vocabulary under pictures etc. These examination techniques demonstrate the very good practice taking place in most centres.

Administration

Generally centres are using the correct procedures for forwarding scripts to examiners. Most scripts arrived promptly and were very well packed and labelled. Attendance sheets were correctly completed.

However, like last year, there were instances where problems have been encountered.

Examples of the problems encountered include:

- No information on the outside of the script packet other than the Centre Number. The front should also indicate the title and paper number of the scripts inside.
- No indication of the total number of scripts in the packet.
FOUNDATION TIER

Question 1 Foundation

Sections 1 and 2:

Suitably answered by most, pupils ticked 2 boxes thanks to the clear lay out of the questions and the mark [2] indicated in brackets next to each table. Very few candidates ticked more than 2 boxes per row. A minority of weaker candidates only ticked one item per row and some had difficulty ticking the correct boxes in Section 1, selecting ‘Fish and Chips’ for Woman 1 and ‘Salad and Orange juice’ for Woman 2. Some pupils did not recognise the word ‘chaussettes’.

The mean score for this question was 7.0.

Question 2 Foundation

Mostly correct although in (b) possibly because of the liaison many could not distinguish between ‘deux heures’ and ‘douze heures’ and incorrectly ticked 12.

The mean score for this question was 3.0.

Question 3 Foundation

(a) ‘3’ selected correctly by most candidates although ‘13’ was a close favourite, unable to differentiate between ‘trois’ and ‘treize’, numbers causing problems as in past papers.

(b) Time ‘8.15’ usually identified correctly but a few ‘7.45’: candidates mistaking ‘et quart’ with ‘moins le quart’.

(c) ‘After lunch’ was often ticked instead of ‘After break’.

(d) Some problems with (i), (ii) and (iii) with some candidates selecting items seemingly at random. Weaker candidates had difficulty selecting 3 items out of 9 when hearing ‘un sac, un crayon et un cahier’ – pen and pencil (usual confusion). A few pupils ticked either the lunch or money instead of the exercise book.

The mean score for this question was 4.8.

Question 4 Foundation

(a) ‘une chambre pour une personne’ selected correctly by most.

(b) (i) Some candidates selected ‘lavabo’ instead of ‘douche’.

(ii) ‘credit card’ often selected correctly but ‘journal’ not well known with most selecting ‘wake-up call’ as an unlucky guess.

(c) Most candidates answered ‘swimming pool’ correctly.

(d) Very few candidates answered ‘in the basement’ for the correct floor with many guessed answers: in the sun, in the lobby, on roof, downstairs, at the back/front, on the roof, ground floor but outside most frequent.

The mean score for this question was 4.4.
**OVERLAP QUESTIONS**

**Question 5 Foundation / 1 Higher**

This question was answered very well and did not seem to pose many problems at all. Most candidates selected correctly throughout. At Foundation tier, some confusion between ‘Pays Bas’ and ‘Pays de Galles’. There was some difficulty in interpreting clearly the letter some candidates had written. Some candidates only gave 3 answers.

The mean score for this question was 4.6 at F/T and 5.6 at H/T.

**Question 6 Foundation / 2 Higher**

A considerable number of candidates did not answer this question well. Many obtained 0 and some chose not to answer the questions (N/A).

(a) Very few candidates knew the meaning of ‘paresseux’.

(b) A few candidates answered to ‘recycle’ or ‘walk to school’ correctly. Others given incorrectly were: he needs to relax, go swimming to college, cycle, work harder.

(c) Very few candidates answered this question correctly ‘unemployment’ even though some had written ‘chomage’ correctly on the rough page: David was often scared of spiders, snakes, the dark, planes, flying, getting lost, crowds, walking on his own, being bullied, failing his exams and even sports and Maths! Some candidates confused ‘chomage’ and ‘fromage’.

(d) Again, very few candidates answered ‘having a job’ correctly.

The mean score for this question was 0.4 at F/T and 1.4 at H/T.

**Question 7 Foundation / 3 Higher**

**Section 1:**

Some answers in both sections not answered by some candidates and the whole question not answered at all by a few.

Q.7 (a) Many answers given for this one: ‘work hard’ often, ‘meet people’, ‘enjoying the job’, ‘long holidays’ but mostly correct.

(b) Often answered correctly ‘teacher’ or ‘nurse’ but some ‘doctors’, ‘professors’ and ‘bakers’?

(c) Why? Was often answered as ‘to be in charge’, ‘fun’, ‘likes children’. ‘Aider les gens’ misheard as ‘intelligent’ and therefore many answers referred to ‘because she is/wants to be intelligent / she is clever etc. Very few candidates answered ‘she likes helping people’.

**Section 2:**

Q.7 (d) Answered ‘married’ or ‘marriage’ correctly by a good number of candidates although some answered ‘in a different country’ or ‘happy’ or ‘manager’.

(e) Not answered correctly very often: some candidates answered with jobs, quite a few ‘policeman or security officer’ possibly because they mistook ‘bonne santé’ for ‘sécurité’ or ‘le plus important’ for ‘prison’...

(f) Health answered by a good number. Some answered ‘safety’ again misunderstanding ‘santé’.

The mean score for this question was 2.4 at F/T and 3.9 at H/T.
HIGHER TIER

Question 4

Section 1:

Q.4  (a)  5 or five answered correctly by many with some writing down the list of family members as well as the number.

(b)  ‘hoovering’ and ‘putting the bins out’ often answered correctly with a few ‘make her bed’ - a few candidates answered ‘sort the bins out’ and ‘make the beds’ and hoovering misspelled as ‘hover’, clean the house.

(c)  Mostly correct but a few problems with this: some candidates did not refer to ‘pocket money.’ Many responded by either ‘she is grounded’ ‘she is sent to her room’ ‘she can’t go out’ ‘she is punished’ ‘she can’t stay up late’.

Section 2:

This was generally well answered, with a few candidates ticking a couple of wrong answers. Hardly anyone ticked too many boxes, indicating good practice in exam preparation by centres.

The mean score for this question was 6.4.

Question 5

Section 1:

Some weaker candidates did not answer all questions.

Q.5  (a)  ‘8 years old’ often answered correctly with the occasional ‘18.’

(b)  ‘1987’ often answered correctly but sometimes not. Numbers causing problems (1977 often given).

(c)  ‘15’ often given correctly although sometimes ‘5’ or ‘16’.

Section 2:

Q.5  (d)  ‘perfume’ and ‘bag’ often given as correct answers by more able candidates although perfume was often misspelt.

(e)  ‘acting’ or ‘actress’ ‘in films’ often given as correct answer.

Section 3:

Q.5  (f)  France or USA often given correctly but not often both in spite of the [2] marks in brackets.

(g)  some lost marks by stating that she was married to Johnny Depp but most referred to her having 2 children.

(h)  not often answered correctly - many answered ‘wants to act with JD’.

The mean score for this question was 6.6.
Question 6

Although the question was challenging and many did not grasp the concept of winter windsurfing or that of the windsurf on wheels to cross the desert, many candidates were able to gain some marks on this question.

Section 1:

A number of candidates did not answer this question.

Q.6 (a) Poorly answered - often ‘made of glass’ (glace) or fibre glass. Not many candidates answered ‘board on skates’ or ‘adapted for ice’.

(b) ‘on ice’ or ‘in snow’ ‘cold countries’ often given and accepted as correct as well as ‘frozen lakes’ as expected answer.

Section 2:

Q.6 (c) Although ‘champion’ was often given as answer ‘world champion’ not often offered.

(d) Answered well as ‘surprised’ or ‘shocked’ often as the only correct answer on the page for a number of candidates.

Section 3:

Q.6 (e) This last question was not well answered and was often left blank. Few understood this and those who did failed to express the two elements required in the answer. There were frequent correct references to “crossing / going through the desert” but many just stated going to the desert and lost the mark. *Desert* was frequently mis-spelt as *dessert* and therefore lost the mark even if the idea of crossing was conveyed. Very few understood *roues* or the idea that the windsurf was adapted. Most referred to *going to the desert (dessert)* and *windsurfing*, which did not earn any marks.

The mean marks for this question was 2.3.
UNIT 2: SPEAKING

General Comments

In spite of the errors of administration, conduct and assessment of tests, the majority of teachers have carried out the Controlled Assessment Speaking according to the WJEC specifications and guidelines and their efforts should be commended.

Administration

Most centres sent their samples on time but some were posted the day before the deadline and were received after the submission date.

The best centres followed all the guidelines for administration but in several centres:

- Candidates' names were left off the beginning of recordings.
- Correct number of samples was not sent.
- Recordings were difficult to hear, too quiet (even with the use of headphones and maximum volume the recordings were indistinct).
- CDs couldn’t play because centres wrote on the side of the recording.
- Candidates were not recorded onto the CD.
- Candidates had not signed the mark sheets.
- Total scores were not added up correctly.
- No balance of Structured Conversations and Presentations in the sample.
- Concept web and notes were sent.
- Word lists for Presentation were sent.
- Individual mark sheets for both tasks were included.
- Some Structured Conversations and Presentations were under the suggested time limit.

It would be helpful if centres could indicate the track number for each candidate.

Timings

While most teachers adhered to the guidelines regarding the duration of the tests, there were many who did not, with more tests falling short of the recommended time rather than exceeding it. This was the case in both Structured Conversation and Presentation but probably more so in the latter. Not only did the presentations sometimes fall short of the minimum 2 minutes, the follow-up discussion was also often curtailed - sometimes for no apparent reason - not because the student was having difficulty in responding etc. There were examples of presentations of under 1 minute and follow-up discussions of under 2 minutes.

Structured Conversations

The topics chosen for the Structured Conversations were, as expected, the usual - holidays, school, local area, healthy eating etc. - with disappointingly few being outstanding in terms of either content or standard. Again, because of the nature of the task and the preparation allowed prior to the test, there were some candidates who were very well prepared and gave long, pre-learnt responses but they often lacked the spontaneity and interaction required to make them sound natural.

Others, on the other hand, failed to develop their answers sufficiently and did not show adequate evidence of longer or extended sequences of speech to access the higher marks for Communication and Content.
It was pleasing that there were very few who were not able to answer at least some open 
questions and take part in a simple conversation.

The majority of marks for Accuracy and Range fell between 3/4. Pronunciation was often 
disappointing - with simple words and phrases (est / c’est / et) mispronounced. Structures 
were often simple and there was often insufficient evidence of complex sentences.

**Presentations**

Topics for the Presentation were for the most part similar to those of the Structured 
Conversations: holidays, healthy living, sport and leisure and education. Some very 
interesting presentations were made on topics such as the life of a famous French person 
and the importance of art to young people. Most candidates were adequately prepared and 
were able to deliver their presentation at least competently - although there were quite a lot 
of candidates who seemed to deliver their presentations fluently but with so many errors of 
pronunciation that communication was compromised and therefore delivery did not merit the 
higher marks.

In responding to questions, some candidates were obviously well prepared and there were 
indications that they knew the exact questions that were going to be asked - which often 
meant that there was not the desired interaction between teacher and candidate. Others 
may have delivered the presentation well but could not deal with the unpredictability of the 
questioning. Accuracy and Range of language were generally good in the presentation but 
less so in the response to questions, although again there was often poor pronunciation and 
a lack of complex structures etc.

The follow-up discussion did not always focus on the presentation but questions tended to 
deviate from the topic. One Centre had presentations on various Welsh personalities which 
the teacher then used as a very tenuous link for a discussion of the candidate’s region. 
e.g. “...... est gallois. Et tu es gallois. Parle-moi de ta région”. Centres should be advised that 
this is not acceptable.

**Assessment by Centres**

On the whole, Centres adhered to the mark scheme. A small number of centres were 
generous in their marking for both speaking tasks and adjustments were made in 
comparison to moderator marks and guidance provided in the 2011 Moderator Reports. 
Cross moderation within centres is essential. There were few centres that were harsh - if 
they were, it was usually with weaker candidates who may not have been adequately 
credited with answering more than closed questions etc.

In the Structured Conversations, candidates were awarded higher marks for Communication 
and Content when responses were not fully developed and there were not enough extended 
sequences of speech. Higher marks were sometimes awarded for Accuracy and Range 
when there were many errors and structures were for the most part simple.

In the Presentations, fluent delivery was credited with full marks even though poor 
pronunciation may have made communication difficult and the marks for Accuracy and 
Range tended to be based on the Presentation itself rather than the test as a whole. 
Teachers did not consider the timing of the tasks in their allocation of marks. They should 
again be reminded that if the tasks fall short of the minimum time set down in the 
specifications the candidate cannot access the higher marks. There was an example of a 
conversation which was of a reasonable standard for 2½ minutes but after that the candidate 
failed to answer a single question - but was awarded 17 (9/4/4). Some Presentations which 
were under 2 minutes were given 5 for delivery and high marks for Responding, Accuracy 
and Range even if only a few questions were asked and answered in the follow-up 
discussion.
UNIT 3: READING

General Comments

A number of candidates filled in the front cover of the exam with wrong examination numbers, first and surnames confused or with the necessary information missing altogether.

Candidates are requested to respect the column at the right of the page Examiner only /Arholwr yn unig.

Once again this year there was a surprising number of candidates who failed to choose answers from the alternatives given, failed to tick the appropriate number of boxes or chose alternatives which were not even offered. On the other hand very few candidates this year answered the overlap questions in French.

Candidates are reminded of the need to observe the rubric, which is in English so there should be no case of misunderstanding the instructions or of misinterpreting the examiner’s intentions.

FOUNDATION TIER

Q.1 The main pattern of confusion in this question was between D Salle des Prof and I Bureau du Directeur. No marks are given to candidates who copy out the sign into the box provided for the answer.

The mean score for this question was 4.8.

Q.2 Some candidates seemed not to know monnaie in F while others appear to have been led by à partir de 200 000 euros to the answer interested in collecting coins. No marks are given to candidates who copy out the advertisement headline into the box provided for the answer nor to those who choose the initial letter of the advertisement as their answer.

The mean score for this question was 4.6.

Q.3 This question required careful reading as there were, superficially, alternatively correct answers. No marks are given to candidates who copy out the advertisement headline into the box provided for the answer.

The mean score for this question was 4.0

Q.4 The rubric “...choosing a word or words from the box” was disregarded by a number of candidates while others failed to copy the words correctly. Given that the answers to the questions in the new specification exams since 2010 have been in English/Welsh candidates should by now be aware of the consequences of not spelling their answers correctly. Given that the answers are printed in a box at the bottom of the page there is really no excuse for their being copied incorrectly. Moreover, some “minor” misspelling which the candidate may think has no consequence on the answer may materially alter the meaning e.g. in (iii) she lives next to a baker does not the carry the same denotation as she lives next to a baker’s.

The most commonly chosen wrong answers from the alternatives given were sixteen for (i), backache for (iv) and wear jewellery for (v). One candidate wrote for (iv) only wear make.

The mean score for this question was 4.1.
FOUNDATION TIER Q5 / HIGHER TIER Q1

Almost all the answers were in English at both tiers.

The mean score for this question was 1.6 at FT and 4.1 at HT.

(i) Candidates who did not know *une quinzaine de jours* or who did not recognise the *depuis* construction after *j’habite ici* tended to go for the other numbers which came up in the letter [5 and 50] or clearly just guessed something which they thought would be reasonable. Another problem was *de jours* itself so 5/15 *years* was common.

(ii) Cars, motorbikes, coaches and buses were frequent wrong answers here.

(iii) Very many candidates recognised *le soleil brille* but many candidates mistakenly assumed that the presence of the sun meant that the days were inevitably hot or perhaps failed to differentiate between the weather in Biarritz [*il faisait toujours chaud*] and that in Grenoble. *Il gèle* was not well known although some concept of cold and chill was quite common. Although it is a wrong answer the candidate who wrote *the night was chilli* neatly illustrates the need for correct spelling in this paper. One candidate wrote that it was *dark at night*.

(iv) This question was not answered well with many attempts referring back to the weather e.g. *when it’s cold*.

(v) Most candidates managed to identify at least one of the qualities solicited but there was a multitude of responses which are not normally associated with personal characteristics e.g. *endangered, rare, delicious and over-rated* and even *over-ratted*. Some who presumably understood both parts of *presque Bavards* unfortunately then wrote *quiet chatty*. The most common wrong answers were *bizarre, strange, weird* and *random*.

(vi) *Fruits de mer* as a concept, rather than a translation, was not well known. Many candidates offered “translations” such as the obvious *fruit of the sea* but others were more inventive e.g. *the fruit you collect on the beach, the fruit you eat at sea* and *seaweed*. A few candidates gave the correct answer but then gave examples of wet fish which negated their positive achievement. A few Welsh medium candidates wrote *pysgod / seafood. Gâteau* [and its many variants] was given frequently.

FOUNDATION TIER Q6 / HIGHER TIER Q2

Almost all the answers were in English at both tiers.

The mean score for this question was 1.6 at FT and 4.3 at HT.

(i) Many candidates failed to understand the concept of *puisque (j’habite)* so reverted to an extension of the answer e.g. *he likes the beach*.

(ii) Those who did not understand *au chômage* tended to rely on the common sense of current affairs so *because of the recession* and its variants was quite common.

(iii) There was quite a variation in the spelling of *hostel* in candidates’ answers.

(iv) Those who did not know *équitation* tended to pick up on *piscine* and so *swimming* was very popular. *House-riding* was written by a few candidates.

(v) In the first part *Pâques* was not widely known at either level so many simply repeated *Sunday* from the question. There was also a number of answers which did not include a time reference at all. In the second part the crucial *tôt* was missed by many candidates who just stated that he *had to get up on Sunday morning, or didn’t like getting up on Sunday morning*. 
One examiner counted over 30 different spellings of *cauliflower* the oddest being *quiliflwr*. The sound of *champignons* led many to give *champagne* or one of its many variants e.g. *champain* and *choux-fleurs* led one candidate to give *shoe flairs*! There was also a number of clearly illogical answers, particularly given the fact that candidates knew Jamal worked at a grocer’s e.g. *swimming pool*, *gun* and *boat*. Some candidates ignored the *What?* in the question and gave activities such as *biking*. One gave *his dignity*. *Voler* led some to say *voles*.

**HIGHER TIER Q3**

All candidates here [cf FT Q4] observed the rubric to *(choose)...words from the box below* although, just as in FT Q4, not all copied the words they had chosen accurately which occasionally affected the meaning e.g. *née* instead of *né*, *blessure* instead of *blessures*, *mer* instead of *mère* and *jour* instead of *jouer*. Weaker candidates tended to get at least *jouer*, *banlieue* and *retraite* correct though there were some who wrote *En janvier 2011 Serge Betsen a annoncé sa mort*.

The mean mark for this question was 4.

**HIGHER TIER Q4**

Aside from those who failed to choose the 8 correct answers there were some candidates who clearly did themselves out of marks by writing in letters which were not there, M, the next in the sequence, being the most common. K was the most common incorrect answer, reflecting, perhaps candidates’ own experience and also the answer they would most expect to be right had they not fully understood the text. The mean score for this question was 6.3.

**HIGHER TIER Q5**

This predictably and by design proved the most difficult question on the paper and was a good discriminator. Whatever the difficulties of the text, however, there is no excuse for candidates who clearly misread the *English/Welsh* instructions, notably in answers to (i) *When/Pryd* giving answers which contained no time reference at all. The mean score for this question was 2.5.

(i) For those who did answer with a time-reference *[Paris being the most frequent answer when candidates had presumably misread *When/Pryd* as *Where/Ble]* *eighteen months ago, 17 hours ago* and *yesterday* were often given. *Vers* was clearly not widely known.

(ii) Quite a number of candidates made reference to *7 floors* without indicating the nature of the building. Some referred to the window and its [presumed] rôle in the accident.

(iii) The *doctor* was often given as an answer but others who recognised *fils* [sometimes given as daughter] then failed to spot that it was singular in this instance. Some, not being able to decide on the gender or number, gave *doctor’s child[ren]*.

(iv) A translation of *toit* for one mark was all that was required but many candidates, perhaps thinking this unlikely, gave *awning* or something similar. Some of those who did not know the English attempted a description e.g. *the soft thing over the pavement outside a shop* and others gave *canopy* or *canapé*. Some who correctly gave *doctor* then went on to say something like *before it then fell to the floor* or *before he dropped him on the ground* following *avant qu’il ne touché le sol*. The presence of *rattrape* led some to give *rat trap*. 
(v) Although the baby was uninjured some candidates were misled by the mention of *l'hôpital* and others thought *Necker* referred to a *neck injury*.

(vi) Some candidates thought that *on ignore* was a reference to the parents so gave e.g. *parents ignored it* without the conveying the concept of *seuls*. Others picked up on the earlier reference to *la grille de la fenêtre* and gave something like *the grill of the window had crumbled/rusted*. Some pinned the blame squarely on the sister, the parents or, rather unsavourily, Michael Jackson.
UNIT 4: CONTROLLED ASSESSMENT WRITING

This was the second year of the new specification and, as expected, there was a closer adherence overall to the regulations regarding the task setting and the general administration of the controlled assessment. A number of issues still need to be addressed however:

Choice of Topic

The vast majority of candidates chose to write on 2 of 6 topics: My House, My Town and Region, My School, My Holidays, My Work Experience and Healthy Living. It is incumbent on candidates or on their teachers to choose titles which will give them the opportunity to gain the highest marks in the 3 criteria of Communication, Accuracy and Range. Topics such as Myself, My Bedroom or My House tend to lead to rambling answers and are unlikely to encourage candidates to use the range and sophistication of language demanded for the highest marks though they may contain detailed information and points of view. There are no longer discrete Foundation Tier or Higher Tier questions so a topic which limits pupils’ expression is unlikely to be credited with the highest marks.

There were fewer instances this year of candidates writing on the same context for both tasks but some still wrote substantially the same answer to topics from different contexts. Candidates must produce two tasks from two different contexts as stated in the specification.

Wordcount - Task

The majority of candidates observed the word limit. Fewer candidates wrote answers over the limit in 2012 but there were many instances of candidates either not recording the total number of words used or miscalculating them to a marked degree. Teachers who are unsure as to what constitutes a “word” should consult the Subject Officer.

Wordcount - Cribsheet

The wordcount limit on proforma 2 is similarly enforced. Again, teachers who are unsure as to what constitutes a “word” should consult the Subject Officer. Words crossed out count towards the total of 40.

Administration

Centres are also reminded of the following guidelines:

Task Setting

- the Context on proforma 1 must be circled
- there must be a title on proforma 1 not just a Context
- the tasksheet [answer paper] must have a title; without a title on the tasksheet
- it is impossible to award marks for “as complete an answer as can be expected”
- the Context circled on proforma 1 must match the title e.g. the World of Work does not comprise School
- the title on the answer paper must match word for word the title on proforma 1. Where there is a mismatch the title on the task takes precedence.
- individual tasks must be denoted as Task 1 or 2 on proforma 1.
Task Taking

- tasks must be completed in black or blue pen
- proforma 1 must be signed by both candidate and teacher
- all personal information required must be included on the task using the most up-to-date WJEC stationery [which makes this much easier]
- candidates should not write their answers on proforma 2 i.e. in the unlined box on the front
- candidates should not write their answers on the unlined back of proforma 2 with their 40 words in the box on the front
- candidates must write legibly and consider both the size and the clarity of their handwriting
- proforma 2 must contain no more than 40 words and no codes, pictures or symbols whatsoever
- in common with all GCSE exams Tippex must not to be used. Original work must be crossed out and alterations or amendments made. It is important that examiners see the totality of the candidate’s work attempted within the 60 minutes allowed.
- candidates should be aware of the strict regulations regarding wordcount. This should avoid the inclusion of such sentences as *Avant j’avais 14 ans mais maintenant j’ai un ans de plus.*

Task Submission

- centres must include registers with their submission
- the original tasks, not photocopies, must be sent for assessment
- each candidate’s work must be submitted in an individual A4 folder, not in envelopes or plastic wallets, and not held together in any way e.g. by staple or paper-clip
- the plastic sacks in which folders are sent must not be taped up in any way as this usually causes damage to the sacks and possible damage to the folders when a craft knife is required to open the sacks. Closing the sacks with the seal provided is sufficient to provide the necessary security in transit.
- folders must be sent in register [candidate number] order and not in teaching groups
- For both tasks, the authentication section on proforma 1 must be signed by both the teacher and candidate to declare that it is the candidate’s own work
- the folders must be sent in the sacks provided by the WJEC as it is by far the best way to protect the candidates’ work and they also contain a return address, if undeliverable, to WJEC. Some work sent in paper envelopes was damaged in transit.
- a register of candidates must accompany the work in the plastic sacks, not be sent under separate cover
- each task must be accompanied by the respective proforma.
- the sheets in the folders should be included in the following order for each task: proforma 1, proforma 2, answer sheet.
- work must be received by examiners by the Controlled Assessment Writing deadline.
General Comments on the Standard of Work

1. Candidates must ensure that they keep to the remit of the question on their tasksheet e.g. in answer to the question “Write about your favourite film”, where only half the answer relates to the question and the other half to, perhaps, a TV programme, the attempt will not gain the highest marks for Communication.

2. Candidates need to check very carefully that they understand what they have written as even the smallest spelling change can alter the meaning e.g. toute la famille se rassemble, ma soeur me fait toujours lire quand je suis triste, le sport est important pour mois, mon prof d’anglais est lait, en général je suis en ferme and on a le doit de s’exprimer.

3. Candidates also need to be aware that punctuation can alter the meaning almost as much as spelling e.g. je me bronzais au tour de la piscine, des les gumes, j’ai vomiet aussi and j’ai fait du rugby, c’était, si vous voulez mon opinion incroyable. When writing about holidays a number of candidates confused château with gâteau and wrote e.g. Notre hôtel est un ancien gâteau.

4. The highest marks are awarded to those candidates who provide information and give opinions, with justification, and who do it with a wide, appropriate vocabulary, using a range of structures with confidence. Lists of points of information, simple narration or repeated opinions which use identical language do not generally give the candidate enough scope within 300, let alone 200, words to attain the best marks.

5. It is evident that the transition from coursework to controlled assessment has not been sufficient in itself to improve pupils’ dictionary skills e.g. Dans le Grand Orme c’est le cuivre mien, j’ai tendance a aller regarder le jeu de Chelsea comme le sol est seulement à vingt minutes d’où mes frères habitant, le carré Leicester, je gagne au sujet de dix livres par jour and les habitants la robe dans les vêtements victorien.

6. It was refreshing to read those contributions which were imaginative, different and exciting, chief amongst which were the stories of some misfortune on holiday and the candidate whose “home” was a marbled tomb and whose “home town” was the Cimetière du Père-Lachaise in Paris where he occasionally called round on his neighbours Oscar Wilde and Frédéric Chopin!
**Marks to Grades**

Below are the marks needed to gain each of the grades available at Foundation and Higher Tier in each component of the 2012 French GCSE examination. It must be emphasised, however, that those marks are relevant only to that examination. As the difficulty level of papers cannot be known precisely in advance, the marks needed for each of the grades may vary from year to year. (The total marks are given in brackets after the index for each component).

### Foundation Tier

<table>
<thead>
<tr>
<th>Grades</th>
<th>Listening 4221/01/03 (40)</th>
<th>Reading 4223/01 (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>D</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>F</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>G</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

### Higher Tier

<table>
<thead>
<tr>
<th>Grades</th>
<th>Listening 4221/02/04 (40)</th>
<th>Reading 4223/02 (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>A</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>B</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>C</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>D</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>E</td>
<td>16</td>
<td>13</td>
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</tbody>
</table>

### Controlled Assessments (untiered)

<table>
<thead>
<tr>
<th>Grades</th>
<th>Speaking 4222/01 (40)</th>
<th>Writing 4224/01 (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>A</td>
<td>33</td>
<td>32</td>
</tr>
<tr>
<td>B</td>
<td>29</td>
<td>28</td>
</tr>
<tr>
<td>C</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>D</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>F</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>G</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

* N.B. the marks given above are raw marks and not uniform marks.
Cumulative Percentages of candidates achieving Grades A* - G (Provisional Figures).

Total number of cash-ins – 15,145

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A*</td>
<td>10.8%</td>
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<tr>
<td>A</td>
<td>26.0%</td>
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<tr>
<td>B</td>
<td>46.1%</td>
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<tr>
<td>C</td>
<td>70.2%</td>
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<tr>
<td>D</td>
<td>88.4%</td>
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<tr>
<td>E</td>
<td>96.3%</td>
</tr>
<tr>
<td>F</td>
<td>99.2%</td>
</tr>
<tr>
<td>G</td>
<td>99.9%</td>
</tr>
</tbody>
</table>

Please refer to the GCSE Unit Directory for details of UMS unit weightings.