

# Examiners' Report Summer 2007

GCSE

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GCSE Applied French (2701) Examiners' Report  
June 2007

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## CHIEF EXAMINER'S REPORT

This second year of the pilot saw an increase in entries across all units. This improved the accuracy of the statistical information produced this year. In 2006 a few poorly performing or exceptionally good candidates could skew the statistics because of the low numbers involved.

The following codes apply to papers in the second year of the pilot:

5701 Applied Oral Communication in a specialist context

5702 Applied Written Communication in a specialist context

5703 Understanding Applied Oral Communication

5704 Understanding Applied Written Communication

Based on performance at Key Stage 3 in core subjects, evidence suggested that this year's cohort was more capable than that of 2006. There is an increase of approximately 7 to 9% at level 5 in English and 4 to 7% in Maths (which tends to translate to GCSE grade C on average) This trend suggests a move towards greater parity with the entry pattern of the 'traditional' GCSE French. Candidates performed better in the Listening and Reading tests than in the Oral and Writing. Whether this is because these test receptive skills rather than productive skills, are on-screen rather than on paper, and generic rather than specialist, is hard to say.

This is the second year of awarding for this qualification. A representative from QCA attended all Awarding Meetings. The Principal Examiners and Chair of Examiners compared papers and candidates' work from last year with the equivalent from the current year. Evidence indicates that the level of demand was comparable in the two years. Close comparison was also made between Applied French GCSE and qualifications 1226/3226 ('traditional' GCSE French). The Principal Examiners and Chair of Examiners are the same for both sets of examinations. Again, very high levels of comparability were in evidence.

### Advice and guidance for centres

Centres should use the Sample Assessment Materials available, together with the on-screen tests that were used in June 2006 and 2007, as mock tests to familiarise candidates with the format of the test questions that will be used in future years.

Centres should please note that the on-screen tests scheduled for June 2008 will follow the same format as those used in June 2007. Questions will be graded in order of difficulty as this year, with a similar spread of question types. There was some evidence that candidates might overlook certain questions and accidentally neglect to answer them when working on-screen rather than from a question booklet.

As this is a Pilot qualification changes and improvements are being made as lessons are learnt. Centres should ensure that they use the most up-to-date information from Edexcel and that administration procedures follow the latest - rather than earlier - guidelines. Since the launch of the qualification, for example, there have been changes to the mark schemes for oral components as well as to the arrangements for sampling. Some forms have also been updated. Some centres seemed not to be aware of the changes.

Centres are advised to arrange for at least one member of the programme team to attend an Edexcel examination feedback meeting or INSET event, and to note the

changes in standardisation procedures for the marking of the oral components which will apply in the coming academic year 2007-8.

### Candidates' Performance

The figures show the cumulative percentage achieving each grade on the four individual papers.

Paper	A*	A	B	C	D	E	F	G	U
5701	4.0	11.9	28.0	49.7	65.2	75.5	84.5	90.7	100
5702	6.7	15.3	30.9	52.1	75.7	87.9	95.2	99.0	100
5703	3.3	14.0	43.6	74.4	92.1	98.9	99.8	99.9	100
5704	6.2	17.4	41.4	70.6	92.1	99.1	99.8	100	100

The overall results for the full course (2701) and the short course (3702) are given below. Again, the percentages are cumulative.

	A*	A	B	C	D	E	F	G	U
2701	3.2	12.2	27.1	56.4	77.1	89.6	97.4	99.3	100
3702	20.0	23.6	36.4	65.5	92.7	98.2	100	100	100

In the judgement of the senior examiners the second year of the Pilot has gone well from the candidates' point of view. However, confusion and uncertainty surrounding the sampling of internally assessed oral components gave rise to many difficulties which it is hoped will not reoccur in future sessions.

## 1- UNIT 1: PRINCIPAL MODERATOR'S REPORT

### 5701/01: Applied Oral Communication

Centres provided candidates with a variety of tasks across the three specialist contexts and these were used by candidates to show capability within the spoken language in both the interactions and presentations.

### 5701/01: Interactions

Centres should ensure that they act upon information provided by Edexcel throughout the year. Since the qualification is still a pilot, there have been some changes to the procedures, particularly with the requirements for samples and the forms used to record marks and centres should check that they have all the resources needed. Centres should be aware that all candidates should have at least three recorded interactions and the best three recordings, one of which should be from March to May in the final year of the course, are submitted to Edexcel for moderation by B (non-accredited) centres. Candidates in A (accredited) centres should also have three recordings as they may be required as part of a control sample.

The best tasks were as authentic as possible and allowed candidates to use a variety of tenses and a range of structures and vocabulary. This required skilful questioning by teacher-examiners as part of the interaction but also allowed the candidates to take the initiative and manipulate the language to make it their own. Candidates should be encouraged to master the framing of questions as a natural part of the interaction. Those who were able to do so often reached the higher mark bands as there was spontaneity within the tasks.

In poorer tasks candidates often had little or no opportunity to use a variety of tenses or structures and the vocabulary and questioning of the teacher-examiner prompted repetitive answers. Weaker candidates were often very reliant on the vocabulary and structures of the teacher-examiner and produced little of their own language.

Successful stimulus material was fairly brief or a series of pictures. Centres should beware of a long list of points that must be covered as failure to do so will affect the successful completion of the task and therefore the marks of the candidate will be affected. Candidates in these cases were often not able to complete the task within the required timing of 2-3 minutes.

All three interactions should be of roughly equal length and relate to the same specialist context.

Too often very similar work was seen across a whole centre including the questioning of the teacher-examiner and responses of the candidates. Centres are reminded that candidates are expected to be able to respond to unpredictable elements in order to reach the higher mark bands. These should follow the responses of individual candidates rather than be the same for all.

### Assessment

Centres were generally generous in their marking but consistently so in overvaluing the performance of candidates in both communication and application of language. Too much credit was given to work that was over reliant on the stimulus and to work that was pedestrian or formulaic. Centres must take into account how a candidate takes the initiative within the task rather than just respond to a series of questions or go through a list of tasks from the stimulus. Only work that show a real flair and a

sophistication of ideas, opinions, structure and vocabulary will reach the highest mark band for communication.

In terms of application of language, centres must take into consideration the amount of ambiguity produced by poorly formed verbs, inaccurate tenses and repetition of structures and vocabulary.

Centres are reminded that tenses should be integral to the task rather than afterthought. Where the latter is the case, the candidate is unlikely to score highly in this element.

#### 5701/02: Presentation and Follow-up questions

Centres should be congratulated on the wide variety of interesting topics for the presentations. Most chose an appropriate topic related to the specialist context. However centres are reminded of the applied nature of the specification and simply choosing my holiday is not appropriate. Centres are also reminded that the topic chosen should not overlap with topics chosen for the written communication element. The new individual learner record sheets for both the oral and written communication require all titles to be written down and this should prevent any overlap.

Centres should be aware that candidates are only allowed to take into the examination room notes which consist of no more than 30 words and which fit on to an A5 piece of paper. They may be in the form of bullet points or spider diagrams or illustrative material providing the word count is adhered to.

There was much evidence of rote learning of the presentation. This is against the spirit of the examination and was often self penalising and incomprehensible. It resulted in a poorly pronounced piece of work and some candidates did not seem to understand what they were saying.

At times very similar work was seen across a whole centre, often when the presentation had been prepared about a visit or work experience or something similar. The delivery where this was the case was often less confident as the candidate did not have ownership of the work. Moderators are looking at how candidates are able to manipulate language to make it their own.

The follow-up questions and answers should be relevant to the specialist context rather than a general question and answer exercise. The most successful questioning picked up on points made during the presentation before becoming more general within the specialist context. It should be as natural dialogue as possible building on the responses of the candidate rather than just a list of questions that all candidates are required to answer.

These questions should be appropriate to the to the ability of the candidate and more able candidates should be given the opportunity to offer a variety of tenses and a range of structures and vocabulary using more complex language in response to a variety of question forms.

Centres are reminded that they should adhere to the requirements of the specification in terms of timing. Candidates are able to score highly within the 1-2 minutes for each part of the presentation and follow-up questions, 2-4 minutes in total.

## Assessment

A significant number of centres overvalued the performance of candidates but consistently so and there was evidence of internal standardisation at the majority of centres. Too much credit was given to presentations that were pedestrian without a highly confident delivery and these usually lacked any form of intonation appropriate to the higher mark bands.

Centres are reminded that in order to access the higher mark bands for communication in the follow-up questions candidates are expected to show real flair and a sophistication of ideas, opinions, structure and vocabulary, responding to a variety of question types.

For Application of Language, centres must take into consideration the amount of ambiguity produced by poorly formed verbs, inaccurate tenses and repetition of structures and vocabulary. Tenses used as an afterthought at the end rather than integral to the piece are unlikely to gain the candidate high marks. It is also essential that the candidate is able to offer a variety of forms of subordination appropriate to the task.

For accuracy, in order to reach the higher mark bands more complex language needs to be used rather than just the absence of error. It should be noted that most verbs will need to be correct in order to reach the top two mark bands. Centres should also be aware that poor pronunciation will also be a bar to higher marks as it contributes to errors.

The marks for Application of Language and Accuracy are marked globally across the presentation and follow-up questions and answers. If a candidate is unable to respond to the same level across both these marks will be affected.

## Administration

Although many centres were able to follow procedures, a significant number were unable to follow the requirements of the Board that were sent to centres and this invariably held up moderation and at times affected the marks given to candidates.

These are brought to the attention of centres below and centres are asked to follow these.

Deadlines for the submission of work to Moderators and marks entered on the Edexcel Online website should be adhered to.

All materials should accompany samples and be appropriately labelled.

At least three interactions should be recorded for all candidates.

The presentation topic should be appropriate to the specialist context and from the same specialist context as the interaction.

The latest version of forms should be used and it should include all the details requested.

Addition of marks should be carefully checked.

Marks for the Communication element of the Presentation and Follow-Up questions should be split as on the Assessment grids.



The sample paperwork should be arranged in candidate number order.

Candidate names and numbers should be on the tape inserts or CD inserts.

Centre Name and Number should be on both the cassette tape or CD and box.

Stimulus and reference material should be submitted - not references to pages in a textbook, electronic stimuli or Oral Training Guide.

When moderators request additional information, this should be provided promptly.

When sending work through the post, centres should ensure that the full amount of postage is paid.

Materials should be packed securely using bubble wrap to avoid damage in transit.

When moderators point out anomalies and inaccuracies on forms, it is the responsibility of centres to inform Edexcel about any changed marks.

## 2- UNIT 2: PRINCIPAL MODERATOR'S REPORT

### 5702 /01: Applied Written Communication

There was a pleasing cross-section of coursework tasks across the three specialist contexts and candidates were provided with imaginative stimuli in most centres enabling them to show capability within the written language.

Some centres used stimuli provided in the coursework guide and adapted them to suit their own candidates; others used their own stimuli. In either case centres are to be congratulated on the quality of the stimuli given.

#### Tasks

Tasks which were more successful allowed candidates to demonstrate linking, opinion and logical argument. These included an opportunity to use a variety of tenses, structures and vocabulary in each unit of work. Weaker candidates were able to write simple sentences and paragraphs without too much adherence to stimulus material.

There should be a wide variety of tasks available and candidates encouraged to produce different styles of writing

#### Successful tasks included:

- Use of minimal stimulus, such as bullet points
- Holidays, particularly ones where things went wrong
- Home town - description, history, opinions - or from an outsider's point of view
- A film, book or restaurant review
- Creative and imaginative pieces of work
- Work experience accounts

Tasks which were less successful did not encourage candidates to use more than one tense. Language was repetitive, with excessive reliance on the stimulus, and there was little standardisation of task choice within the centre.

#### Less successful tasks included:

- Fully prescriptive English stimulus which candidates attempted to translate (mostly unsuccessfully)
- Lists; labelling of pictures - for candidates who could do more than this
- Model letters - especially if just copied from a stimulus and only producing a few words of individual language
- PowerPoint presentations of a holiday - where there is repetition of structure and verbs
- CV's and letters of application - where little original language was used

- Small postcards

Successful stimulus material was brief, often in the form of title plus bullet points. Some centres used past exam papers (Specification 1226 Paper 4) to good effect where appropriate to the specialist context. Most stimulus material was in French, although moderators noted some in English.

Some centres appeared unsure of the difference between stimulus and reference materials. The latter might include textbook pages or grammar worksheets, which help candidates with a particular piece of vocabulary or with a more complex structure. They become a problem when candidates copy whole chunks of language from them - and sometimes very similar work was seen across a whole centre. Moderators are looking to see how individual candidates manipulate the language to make it their own.

Submissions of an excessive length were an issue in some centres. It is quite possible to obtain good marks for work, which meets the specification demands: 350 - 700 words across the three pieces. The three should be of roughly equal length, including the piece written under controlled conditions, and they should all relate to the same specialist context.

Where candidates make drafts of their work, the teacher must not correct these. Feedback should only be given in the form of general comments; the use of form CFS1 is designed for this purpose. Drafts should be clearly identified and should be included with the sample. Moderators are instructed to ignore final drafts in those cases where first drafts have been marked with specific corrections. There should be no ticks or annotation on work submitted, first or final draft.

Candidates are encouraged to use ICT when composing their coursework. They are however urged to check spellings carefully, especially accents. There were a significant number of occasions when there was inconsistency in the production of ICT assisted work. Centres are however reminded that text and backgrounds, where used, should contrast so that the text can be read.

The use of Internet translation devices are not permitted, and centres must not authenticate work produced in this way. In general, moderators were impressed this year in standards of word-processed work.

### Assessment

On the whole, this was completed well by centres although a significant number were generous but consistently so. Internal standardisation was usually successful. The three marking grids provided in the specification were well used, although on many occasions too much credit was given to work copied from a stimulus, to pedestrian or formulaic work, and to work that was too short to meet the criteria. Centres must take into account both the length and type of task when awarding a mark for Communication and Content. Here too the use of linking needs to be considered, and the extent to which the candidate expresses a logical argument. There was a tendency to award 9/10 because some logical argument was produced. Centres should be aware that only work that shows real flair and sophistication of ideas, opinions, structures and vocabulary can gain the highest communication marks.

Under the heading of Knowledge and Application of Language, Centres must give consideration to the amount of ambiguity produced by poorly formed verbs and repetition of structure, verbs and vocabulary. Tenses used as an afterthought, rather

than being integral to the piece, are unlikely to help the candidate gain high marks here.

In the Accuracy grid, centres are reminded that the majority of verb forms have to be correct in order to achieve three or more marks. The correct use of accents, for example on past participles, is crucial. Similarly there is an expectation of the use of more complex language, not simply the absence of error to gain four marks or more for Accuracy.

Centres who also offer the traditional 1226 syllabus to their candidates are reminded that there are differences between the assessment grids for the two specifications, particularly for Knowledge and Application of Language and for Accuracy.

### Administration

Although most centres were extremely helpful in following the requirements for the coursework that were in the Coursework Guide and in the Specification, where this did not happen it held up the moderation process and in some cases, penalised candidates. There were various specific problems, and centres are asked to ensure that the following takes place:

Deadlines for the submission of coursework to Moderators and marks entered on the Edexcel Online website should be adhered to. The latest version of form CF1 (coursework front sheet) should be used.

Only the work requested for the sample needs to be sent to the moderator. This should include the highest and lowest marks within the centre even if not in the original sample.

The record sheet should include the centre number, candidate number and be signed by the teacher and the candidate. In future, unauthenticated work will be rejected.

It should contain an accurate word count and titles of the pieces of work undertaken.

It should include the title of the oral presentation.

Addition of marks should be carefully checked.

It is unhelpful to moderators if work is covered in ticks and other marks.

The sample should be arranged in candidate number order.

Work in the folder should be in the same order as on the front sheet.

There should be no loose pages - especially ones without a name.

Work is ideally presented in a plastic wallet or similar. Paper clips are not recommended.

Stimulus and reference material should be submitted - not references to pages in a textbook or electronic stimuli.

When moderators request additional information or folders, these should be provided promptly.

When sending coursework through the post, centres should ensure that the full amount of postage is paid.

Work should be securely packaged using polybags supplied by Edexcel to ensure safety of materials in the post.

When moderators point out anomalies and inaccuracies on CF1 forms, it is the responsibility of centres to inform Edexcel about any changed marks.

### 3. UNIT 3: PRINCIPAL EXAMINER'S REPORT

#### 5703/01: Listening

Candidates generally performed well across the paper and there were some very good performances. Candidates were well prepared for the various test types, however, difficulty increases for weaker candidates when they have to listen to the whole extract and where they have a greater number of choices.

The questions which required the recognition of single lexical items or short phrases.

Q1- Les Métiers and Q2 (On prend le train) were well done. The relevant vocabulary in both these questions was very accessible and well known and the majority of candidates scored 3 or full marks on these questions. Q1(b) coiffeuse and Q1(d) vendeuse were possibly the hardest for candidates, particularly as they were in the feminine form. In Q2(b) some candidates confused 14, 15 and 16.

Q3- A Job Application was in English. Part (a) required candidates to distinguish three correct statements from six and was generally well done. Q3(b) required candidates to recognise a date (le 1er juillet). Surprisingly large numbers of candidates gave an incorrect answer or missed this section out. The date is the last thing heard in the extract and should have been relatively easy. Candidates possibly concentrated on part (a) and when they realised part (b) was there, relied upon their memory or what they thought they heard and did not actually use the recording to check.

Q4- Une Visite Guidée, required candidates to summarise what they heard and was very well done, thanks to the accessible vocabulary and language. The questions which were intended to discriminate did so and weaker candidates found the questions targeted at grades C and above demanding (Q5-8).

Q5- Au Bureau des Objets Trouvés, had multiple choice questions and required candidates to listen to the whole. In this type of questions many candidates have a tendency to tick the answer containing the first word/s they hear in the relevant part of the extract. For example in Q5 (i), upon hearing the first part of the sentence, Je ne suis pas sûre. C'était hier, le matin je... Instead of listening to the whole, they immediately tick answer (a) hier matin, even though the sentence finishes with j'ai dû le perdre le soir. In Q5(c), many missed the reply to Il y avait beaucoup d'argent dans votre porte-monnaie? Non (seulement 10 ou 15 €) and incorrectly ticked answer (b). Dans son sac à main, il y avait son porte-monnaie et beaucoup d'argent.

Q6- On choisit un hôtel, again required candidates to listen to the whole, they had to listen to two people discussing three hotels and in part (a) identify the hotel chosen and in part (b) select three correct reasons for the choice from six. Part (a) was less well done than part (b) even though the correct hotel (l'hôtel Napoléon) was the last hotel mentioned. The choices in part (b) did require candidates to listen quite carefully and to discriminate between the three hotels and was difficult for weaker candidates. Better candidates scored well on this question.

Q7- A Job I like required candidates to answer multiple choice questions in English and was accessible and well done by the better candidates. Weaker candidates were unable to distinguish between the various choices and again chose their answers based on the recognition of single lexical items rather than from listening to the whole.

Q8- This is also true of Q8 (Les nouveaux moyens de communication) which required the recognition of opinions and attitudes. Better candidates performed well but answers by weaker candidates suggested guesswork. However, this type of question with limited choices, was generally accessible to candidates, all of whom felt confident to attempt the question.

The performance of better candidates as always was characterised by:

- careful reading of the questions
- listening to the whole rather than homing in on individual words
- attention to detail
- applying logic
- checking their answers

### 3. UNIT 4: PRINCIPAL EXAMINER'S REPORT

#### 5704/01: Reading

Candidates were well prepared for the various test types and generally performed well across the paper as a whole.

Q1- The vocabulary for Q1 Le Shopping, was very accessible and many candidates scored full marks.

Q2- Le Forum des jeunes was also well done with candidates able to successfully match key vocabulary in the stimulus with the choices eg in Q2(a) Aicha aime la musique with J'aime tous les genres, le rap, le reggae, mon chanteur préféré, les groupes in the text

Q3- Ebay required candidates to match English equivalents to French title pages and was generally well done, although weaker candidates found this question harder and possibly did not know some of the key vocabulary.

Q4-Q8- The questions that were intended to discriminate did so and weaker candidates found Q4-8, targeted at grades D to A\* difficult. All these questions required candidates to read the whole and the performance of weaker candidates was characterised by matching individual words in the text (often the first words in the sentence), with words in the choices for the answers. In Q4, Les Projets pour le week-end, candidates read Ma mère va déjeuner en ville and immediately connected this with food and incorrectly linked ma mère to question (d) Qui va faire la cuisine? Likewise in Q5, Une Plainte, on reading, Nous avons passé le week-end dans votre hôtel il y a quatre semaines, many candidates in Q1 incorrectly ticked choice (a) le week-end dernier. In Q5 the use of the negative proved difficult with candidates unable to match, La piscine n'était pas encore construite with Il n'y avait pas de piscine in (b) and in part (c) many candidates incorrectly matched Nous avons apprécié le restaurant with Ils n'étaient pas contents du restaurant. Candidates need to read the text as a whole before starting to answer questions and to not just tick the first answer containing a word they recognise from the text. They also need to be aware of the use of negation.

Q6-Q8- proved challenging for weaker candidates and only the better candidates were able to demonstrate the understanding required at this level.

Q6- Les Billets SNCF required candidates to tick four correct statements from eight and required careful reading of the text. For this type of question candidates need to be able to match the information in the text with paraphrased statements eg to match Il faut juste une pièce d'identité indiquant votre date de naissance in the text with On vérifie votre âge in the choices. Again the performance of weaker candidates was characterised by ticking choices based on the recognition of single lexical items rather than from reading the text as a whole.

Q7- The Rights of Young People, was challenging. Candidates had to finish off sentences with four from a choice of ten endings. The number of choices increased the difficulty of the task and only the better candidates understood enough of the detail to answer this question well.

Q8- La Télé-Réalité proved more accessible, presumably because of the reduced number of choices. All candidates felt confident to attempt this question although they did not necessarily score marks, as candidates did have to discriminate carefully between the choices and again the recognition of single lexical items led many candidates to incorrect choices.



The performance of better candidates was characterised by:

- careful reading of the questions and texts
- reading the whole sentence/text rather than homing in on individual words
- attention to detail
- applying logic
- checking their answers

## 6. STATISTICS

5701	Max	A	B	C	D	E	F	G
Raw Mark	90	63	53	43	36	30	24	18
UMS	100	80	70	60	50	40	30	20

5702	Max	A	B	C	D	E	F	G
Raw Mark	66	49	43	37	30	23	16	9
UMS	100	80	70	60	50	40	30	20

5703	Max	A	B	C	D	E	F	G
Raw Mark	32	24	20	17	14	11	8	5
UMS	50	40	35	30	25	20	15	10

5704	Max	A	B	C	D	E	F	G
Raw Mark	32	23	19	16	13	10	8	6
UMS	50	40	35	30	25	20	15	10

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