

# Examiners' Report

## Summer 2010

GCSE

### GCSE Applied French (5752)

### Paper 01 Applied Written Communication

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated language subject specialist telephone line: 0844 576 0035

Summer 2010

All the material in this publication is copyright  
© Edexcel Ltd 2010

## 5752 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.

Most centres provided their own stimuli and are congratulated on the standard of these.

### 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

Tasks should not be too prescriptive and a large list of bullet points to be covered is not helpful to candidates. Wording such as *You may wish to include some of the following points* is more appropriate.

Successful tasks included:

- Use of minimal stimulus, such as bullet points and the opportunity to include some unpredictable elements of the candidate's choosing
- A town / city - description, history, opinions
- 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:

- Model letters - particularly letters of complaint or booking accommodation especially if just copied from a stimulus and only producing a few words of individual language
- PowerPoint presentations- where there is repetition of structure and verbs
- CV's and letters of application - where little original language was used
- Brochures where there was no opportunity for linking

Successful stimulus material was brief, often in the form of title plus a few bullet points. 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.

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 pieces written under controlled conditions, and they should all relate to the same specialist context. Some centres sent in 3 pieces of over 700 words for each task and these were often counterproductive.

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 and centres should not put marks on anything other than the CF1 frontsheet.

The use of Internet translation devices is 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, assessment was completed well by centres although a significant number were generous but consistently so. Internal standardisation was usually successful however centres are reminded that if internal standardisation is not rigorous this may have the consequence of affecting the marks of all candidates within the centre.

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 when some logical argument was produced, however 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. 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.
- 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. Unauthenticated work cannot be moderated.
- 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.
- Candidates' work should not be annotated in any way.
- 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 should not be used.
- 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.
- 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.

## Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	60	51	45	39	34	27	21	15	9	0
Uniform mark scale boundary	90	81	72	63	54	45	36	27	18	0

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Summer 2010

For more information on Edexcel qualifications, please visit [www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH