

GCSE

This Examiners' Report relates to mark scheme

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Examiners' Report

**GCSE
French (1226)**

Summer 2004

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CONTENTS

1. Paper 1F Examiners' Report	1
2. Paper 1H Examiners' Report	3
3. Paper 2F/H Examiners' Report	6
4. Paper 3F Examiners' Report	13
5. Paper 3H Examiners' Report	15
6. Paper 4C Moderators' Report	17
7. Paper 4F/H Examiners' Report	20
8. Statistical Information	22

Paper 1F- Listening and Responding

Candidates generally performed well across the paper as a whole and there were few very low marks. Candidates seemed to be well prepared for the various test types although questions requiring answers either in French or English remain daunting for weaker candidates.

The questions which required the recognition of single lexical items were accessible for the majority of candidates, basic vocabulary was generally well known and Q 1-10, Q13-17 and Q19-23 were well done. However, individual items of vocabulary did cause problems. In Q3 weaker candidates chose answer A, the dentist, for *médecin* and in Q4 *je travaille dans un magasin* was not recognised by weaker candidates. In Q7 some candidates had difficulty with *à gauche*. In Q13-17 the rooms in the house were not recognised by some candidates: *salon* in Q14, *cuisine* in Q15 and *salle à manger* in Q17. Q 19-23 tested familiar vocabulary for food and weaker candidates had problems with Q19 *Je ne peux pas manger de viande* and Q23 *Je n'aime pas les légumes*.

The questions which were intended to discriminate did so and weaker candidates found the overlap questions targeted at grades C and D demanding (Q11, Q12, Q18 and Q24). Q12 proved the most accessible with many of the better candidates scoring full marks, recognition of (e) *nourriture* proved the hardest but this could have been because candidates did not understand the rubric. Q18 was also fairly well done, in particular parts (ii) and (v), in part (i) a lot of candidates did not recognise the link between *groupe* and *chanteurs* and the correct answer F *sur la musique*, in part (iii) the link between *vêtements* and *la mode* in (answer A) and the link between *cheval* and *chevaux* and *équitation* in part (iv).

Q24 tested the identification of opinions, a skill required at grade C and this continues to challenge candidates at this level and the question proved difficult for all but the best candidates, parts (iii) and (vi) proving the most difficult. Candidates need to be trained to cope with paraphrasing and to listen for clues in the extract to help them select the correct answer e.g. in (i) *n'a pas cours/ malade* for answer E *absent(e)*, (ii) *ne se fâche jamais/ très calme* for G, *patient(e)* (iv) *parler* for answer B *bavard (e)*.

Candidates were generally well practised in note taking in the target language for Q11 but there are still some candidates who do not recognise basic vocabulary and question words such as *jour?* and *où?* in parts (a) and (b). Quite a lot of candidates gave *génial* for one or both of these questions (taken from *ça va être génial* in the extract), the weakest candidates gave *Jean-Lou* as an answer to either one or both these parts. Whilst many candidates recognised *jeudi* as the correct day of the week every day of the week was given by various candidates on a random basis. There are still a large number of candidates who are unable to spell the days of the week correctly. In (b) *gare* was recognised by the majority of candidates but again some candidates were unable to write it in an acceptably recognisable form. Unfortunately recognition of *gare* in part (b) did lead many candidates to write *train* in answer to part (d) although the word *train* was not mentioned in the extract, this did highlight a common problem of candidates not listening to the whole of the extract. Part (c) was correctly answered by many candidates but some candidates failed to hear the *neuf* in *dix-neuf* and incorrectly gave *10h30* as an answer, some candidates recognised the numbers but were unable to write the time in a recognisable form *19 à 30* (*à* presumably a mishearing of *heures*) was common. There are still candidates who transcribe the time in writing and then convert it into incorrect figures. In part (d) a part from *train*, incorrect answers included *gare* and *car* (most probably a mishearing of *gare* rather than a translation of the correct answer *voiture*). In part (e) there was the usual confusion of 2, 10, 12 and even 20, although many candidates did give the correct answer 12. In this question many candidates lost marks through their inability to express themselves unambiguously in the written form.

Whilst marks are awarded for communication and candidates did score marks with incorrect spellings, it should be noted that poor spelling can lead to information not being communicated particularly where inaccurate spelling creates a new word.

Candidates generally found the questions requiring answers in English accessible (Q25-26, Q27-28) and there were fewer blanks. Q27-28 proved the more accessible. However, these questions continue to be good discriminators. Many candidates at this level fail to listen to the extract as a whole but hone in on individual items of vocabulary and construct answers around individual words e.g. in Q25(b) candidates heard *tous les jours* and *samedi* and put them together to give the incorrect answer *everyday except Saturday*, likewise in (c) they heard the words *collège* and *musique* and then constructed answers such as *he went to school and had music*.

Q25-26 did prove more difficult for many candidates despite the fact that basic vocabulary was tested. Many did recognise *guitare* in part Q25(a) but *facile* in Q26 (a) was not well known, some candidates heard *difficile* many thought incorrectly that it meant *fun* or *fascinating*. There was quite a lot of evidence this year to suggest that candidates are now confusing English and French words. In the past mistakes where candidates confused French words were common e.g. *facile* and *difficile* as above, this year many candidates were thinking in English and when they heard the word *cher* invented answers such as *he has to share it* which was very common or *he needs to sit on a chair* which was also very common. In a similar vein *tous les jours* in part (b) for many became *2 times a day*.

Candidates performed better in Q27-28. Many recognised *Angleterre* and *bateau* in Q27 (a) and (b), although quite a few rendered *bateau* as *plane*. In part (c) vague answers often involving incorrect English lost candidates marks, answers such as *it is long*. In Q28 *faire* was often interpreted as *froid* or *frère* giving rise to answers about the weather and family, *mer* was often interpreted as *mère* giving rise to many variations involving the word *mum/mother*, *gets to chat to her mum, goes with her mum*. *J'aime regarder la mer* was often incorrectly rendered as *she likes to go to the seaside*, some candidates gave answers such as *she likes to look at the countryside /she likes to look at the mountains*, presumably these items were taught at the same time as *au bord de la mer* and have remained confused in candidates' heads.

There were many answers that were pure invention ranging from the mundane e.g. Q 28 *she watches TV, listens to music* to Q26b *the strings break*, Q28 *doesn't like changing francs to pounds*.

Many examiners commented on the candidates' poor expression in English and their inability to express basic answers in an unambiguous way, many answer with one word only which is often not enough detail to answer the question. Although the paper is marked for communication, poor spelling of basic English is also a problem, many candidates were unable to spell the words *guitar* and *interesting* and answers such as Q26(b) *he has a saw hand* were common.

There were fewer rubric infringements this year e.g. ticking too many boxes, or answering in the wrong language, both of which are penalised. There are still some candidates who when answering the questions in French or English give answers in both languages to different parts of the same question. There are unfortunately still candidates who answer in pencil and also candidates who wrote in a variety of different colours, centres should instruct candidates to answer in preferably black ink.

Paper 1H – Listening and Responding

Candidates generally found the paper accessible and many candidates scored well across the paper as a whole and there were some excellent performances. The questions that were intended to discriminate did so but the majority of candidates understood enough and felt confident enough to attempt the whole paper. There was evidence of good listening skills and techniques, many candidates had used the five minutes reading time well: underlining titles, key words in the rubric and questions and annotating questions, generally using the context to anticipate what they were about to hear. There were however, some candidates who were unable to cope with the demands of the paper and could possibly have benefited from taking the Foundation rather than the Higher Paper.

The performance on the overlap questions (Q1, Q2, Q5 and Q7) was generally better than at Foundation Level. Q1 was well done by all but the weaker candidates as was Q7. Q 5 involving the recognition of opinions proved challenging even at Higher Level and underlines the need for candidates to be more practised in synonyms and paraphrasing. In Q2 the candidates' ability to express themselves clearly in the written form when note taking in French was better and many candidates scored full marks but weaker candidates made the same mistakes as Foundation level candidates.

Q3 proved challenging for some candidates, parts (d) and (e) were the most accessible but in parts (a) – (c) candidates either failed to understand the choices in the rubric or failed to recognise vocabulary which linked to the answers e.g in (a) *températures, doux, saison* to link with answer A *la météo*, in part (b) *reportage/ grève* to link with answer C *les informations* and in part (c) *grande finale, questions, prix, un million d'Euros* to link with answer G *un jeu télévisé*.

Q4 also proved difficult. This was a demanding question which required the ability to understand paraphrasing and in some instances to distinguish between tenses and to recognise the implication of the negative in expressions such as: *je n'ai jamais fumé je fume depuis 10 ans, avant je fumais mais maintenant je ne fume plus*, also the ability to understand comparisons: *je suis paresseux, je fais un peu de sport de temps en temps, je suis membre d'une équipe...trois fois par semaine*.

Q8 also required the recognition of opinions, points of view and better candidates scored well, however, weaker candidates obviously found it difficult to distinguish between advantages and disadvantages. *Papa* as *contre* was the most common correct answer.

Q6 required answers in French and was marked for communication only. Despite a generous mark scheme some candidates were unable to score highly on this question. Candidates lost marks because they either failed to understand the extract or more commonly were unable to record their answers in an acceptably recognisable form or give the detailed information required. In part 6(a) many candidates recognised *autoritaires*, the spelling of which better candidates circumvented with adjectives such as *stricts* or *sévères*, some candidates failed to pick up on the qualifier *un peu* and gave the incorrect answer *très autoritaires*. Weaker candidates made some very poor attempts to transcribe, such as *autorepair. Ils m'écoutent* was generally understood and although the mark was awarded for communication only and many candidates scored marks for this answer, only the better candidates supplied the *-ent* ending on the verb. The indirect pronoun *me* caused many candidates problems, some misheard it as *ils n'écoutent* (sic) some tried to modify the pronoun to fit the sentence and wrote incorrect answers such as *ils s'écoutent*.

In part (b) many candidates recognised *travail scolaire* but for a second answer there was again evidence of “snatched” listening; weaker pupils heard *sortir* and *amis* in the extract and linked the two to give incorrect answers such as *sortir avec des amis*. Some candidates were either unable to spell *amis* and gave *aime* as an answer or else did not read over what they had written. In part (c) *ménage* was rendered as *nage* or *minage* by weaker candidates despite the fact that they do not fit the context and whilst many candidates recognised *rentrer* and *11 heures* only better candidates picked up the *avant 11 heures* and *à 11 h* was a common incorrect answer. For this question many weaker candidates simply transcribed *choses que je n’aime pas* from the extract. Unfortunately at this level a lot of candidates did not recognise *11 heures* and *12h* was a common incorrect answer. Q9(d) was generally well answered.

The questions requiring answers in English (Q9-10 and Q11-12) were as always good discriminators. All the questions were attempted although for Q9 and 10 answers often bore little resemblance to what was heard and many candidates found these questions challenging. Some candidates relied on their prior knowledge of Zidane or invented details based possibly on the understanding of single words. In part (a) *marcher* was not recognised and interpreted by many as *marché* giving rise to answers such as *when he went to the market, when he first bought a ball at the market*. Some candidates felt the need to find a number and gave answers such as *when he was 6 or 9* etc, others wrote answers that lacked logic, *before he could walk, even before he was born*.

Part (b) was the most accessible question and for many candidates was the only mark scored. However weaker candidates invented answers based on knowledge of Zidane such as *as because he was talented*.

As at Foundation Level there was evidence of candidates thinking in English and *in March* for Q9(a) was a common answer, this was also evident in Q10 (a) where *choses* was interpreted as shoes by many candidates giving rise to answers such as *he always had dirty shoes/ he wore his shoes in the house*.

In Q10(a) only the better candidates were able to supply the detailed answer needed at this level and many candidates gave only two of the three required elements. For the second answer many recognised *ne pas travailler à l’école* but were unable to express this accurately in English and gave answers that were too vague or incorrect, associating not working at school as being bad at school in both the behavioural and achievement sense.

In Q10(b) *courir* was better known than *filles*, leading to lots of answers such as *he enjoyed running, jogging* etc. Many candidates recognised *courir* as a sport but as they couldn’t recognise *filles* felt the sport had to be a more unusual sport and possibly thinking of pages from their text book came up with more exotic answers, *paragliding, parachuting* and *hang gliding* being every common incorrect answers.

Overall many answers were characterised by snatch listening of individual words, mishearing of words, prior knowledge of Zidane and pure invention, his minor faults included: *destroying the house and he never tidied up. He wore very muddy shoes and his interests were parachuting or paragliding – even to Korea (courir), he had one foot and his mother disliked his bald spot which appeared when he was 13 and made him look like a monk*.

Q11 and 12 were better understood but only the better candidates were able to supply the detail required at this level. There were some excellent performances with candidates scoring full marks. Q11(a) and (b) were the most accessible with many candidates scoring one or two marks although there were some illogical answers to Q11b such as *9 out of 10 French people are not French, speak/do not speak French*.

Whilst many candidates understood parts of Q12 many failed to gain marks through incomplete answers, Many candidates heard *fast-food* in the extract and then proceeded to construct all their answers to Q12 around fast food eg in Q12(a) *they eat 70 kilos of fast food* in (c) *they eat fast food whilst watching TV /on the computer*.

In Q12(a) disappointingly some candidates seemed not to know or recognise *pain*, many rendered 70 as 60 and only better candidates picked up the *par an* and understood it. Again many candidates fail to read what they have written and answers such as *eat 70 kilos of bread per day* were common. Again in Q12(b) many candidates failed to listen to the whole and honed in on individual words like *fast food* or *hamburgers*, the wording in the extract was very straightforward *ils n'aiment pas les hamburgers* but again many candidates are unable to express precisely what they heard and loose translation cost candidates marks with answers such as *don't eat hamburgers* – which is in fact contrary to what was indicated by the *malgré le succès des fast- foods*. Disappointingly in 12(c) *3 heures* was misunderstood by candidates and *2 hours* was a common incorrect answer, many candidates gave partial answers eg *watch TV for 3 hours-* omitting to mention time spent on the computer. Many candidates failed to read the rubric which said, Every day young French people... and went on to write answers such as *watch 3 hours of TV or spent 3 hours on the computer per week or per month*.

The performance of all but the better candidates on the questions in English is characterised by:

- failure to read the rubric
- snatched listening of individual items of vocabulary
- lack of attention to detail, partial answers
- loose expression in English which does not convey the intended message
- unambiguously, and does not relate to concrete detail in the extract
- failure to apply logic
- failure to read over what has been written

There were fewer rubric infringements such as ticking too many boxes or writing in the wrong language, both of which are penalised. There are unfortunately still candidates who answer in pencil and also candidates who wrote in a variety of different colours, centres should instruct candidates to answer in preferably black ink.

Papers 2F/H – Speaking

Candidates built on previous years' strong performances in the oral test and clearly used classroom practice to perform well across most aspects of the examination. There was an even performance across the majority of role-plays and the conversation section although examiners report fewer candidates reaching the highest mark bands in the conversation.

Role play A

This generally provided a secure basis for marks and offered encouragement to most candidates to attempt the B role play. However there were significantly fewer candidates who scored full marks in this element of the examination and weaker candidates again found this element more demanding than in previous series.

It is evident that candidates are more aware of items of food and drink, clothes and classroom objects but many were unable to score well in less familiar situations in this role play. All situations are well covered in textbooks and are taken from the minimum core vocabulary. Many found greater difficulty with items requested in A4, types of room were not widely known. A8, *horaire* was unknown. A9, *carte postale* continues to cause problems, *timbres* was so badly mispronounced as to make it unrecognisable and *enveloppe* often in English. *Boîte aux lettres* was rarely attempted and mostly incorrect. A10, *bouteille* was rarely heard, although bottle or *bouttle* was. *Caisse* continues to be a problem for many candidates, most commonly pronounced as *casse* or *cassé*, neither of which could be credited.

Learning of the minimum core vocabulary is essential for these common items that are in everyday use in survival situations and teacher-examiners should be aware that a variety of vocabulary is used over the twelve role plays.

There remains confusion where a candidate combined two responses. It is not necessary for teacher examiners to ask again for a quantity, colour or size. Teacher-examiners are reminded that responses may be combined without penalty.

Role play B

The majority of candidates were able to experience some success in role play B although there was an increase in the numbers of candidates scoring zero. The role plays challenged Foundation Level candidates and provided Higher level candidates with an accessible beginning to their speaking examination. Candidates should be advised that only rarely will one word utterances be possible to satisfy the demands of the B role play.

Marks are lost if the required message is only partially completed. Candidates should check that they communicate all the message indicated by the words and pictures on their card.

Many candidates successfully answered the unpredictable questions. However *Combien de temps ...?*, *Qu'est-ce que ?* and *Comment?* were poorly answered, even by a significant number of more able candidates at both levels, despite being answered correctly later during the conversation.

Teacher-examiners should not rephrase the unpredictable question in any way. When this happens, candidates cannot be credited for their answer, however appropriate it may be.

A significant number of candidates offered items of vocabulary other than those indicated in the role plays and centres are reminded that where there is oblique candidates must offer one of items as part of the message required. This was particularly the case when candidates were offering information about a job or in B9 where candidates were required to say what hurts. Similarly, if more than one item is offered only the first will be marked, even if it is incorrect and the others correct.

Although many candidates score highly, particularly those at Higher Level, candidates should be aware that tense errors affect the communication of a task and that poor tense usage will reduce the marks gained. There was a considerable number of candidates at both levels who used infinitive or imperfect forms for the present tense of *er* verbs.

Most candidates were able to attempt the four tasks although for a significant number the framing of questions and common question words are difficult and such tasks are often not clearly communicated, particularly when attempting such tasks as 'Ask if your penfriend has a job?' etc. *Qu'est-ce que tu fais le soir?* was particularly difficult for many candidates and few were able to master the use of obligation. However some more able candidates were able to get round this by alternative means. Task 4 continues to be a good discriminator within many of the role plays.

Pharmacie was not widely known in B9 and this situation continues to cause problems for many candidates. *La chemiste* was not uncommon. In B2 *quai* proved problematic and in B8 neither *serviette* nor *brosse à dents* were widely known.

Role play C

This was much more successfully attempted this year and many examiners reported that teacher-examiners and candidates appeared more at ease with the more user-friendly format of the role-play. Candidates were able to engage more when they knew where the unpredictable questions were going to be asked.

However a significant number of centres do not encourage candidates to expand the role-play and therefore prevent them from accessing the higher mark bands. There are opportunities within the bullet points, and one of the unpredictable questions is more open-ended, in order for candidates to expand and show what they are capable of. Centres must not though turn the role-play into a mini conversation of up to five minutes. This rarely benefits the candidate, as there is often much irrelevance which cannot be credited as expansion and often affects the communication of the points needed.

At the same time, simple reading of the bullet point or from the stimulus material will not score well. Expansion of a bullet point can be achieved quite simply by the use, for example, of a short phrase or by offering some extended description.

Centres are reminded that where there is a question mark within the tasks they are expected to ask a question. If a candidate produces a statement they are considered not to have conveyed the task successfully and often only the more able candidates were able to frame questions successfully.

There was still a significant minority of centres where the teacher-examiner's knowledge of the situation was less than adequate and consequently did not respond adequately to the candidate thus causing confusion. Where the teacher-examiner is able to respond naturally to the candidate's responses, whatever they may be, candidates generally were more at ease and therefore able to score more highly.

An increasing number of candidates failed to read the rubric at the top of the card rendering some of the responses irrelevant during the role play, so that although they seemed to say a lot they cannot score marks for these elements.

The bullet points were on the whole accurately completed although *Repas?* *Achats*, *Rendez-vous?* and *Où?* continue to cause problems for many candidates on all the occasions they are used.

The unpredictable questions continued to be a good discriminator and candidates were able on the whole to answer the more closed question.

Question words however are still a major problem for many candidates who either are not listening carefully or are unaware of the true meaning of them.

Comment? was interpreted as *Combien?* with reference to money. *Vos details ...* is still often very superficially dealt with, often producing just a forename. Details of a mobile telephone number and offering a passport were not seen as successfully completing the task nor were descriptions of the person or their family.

Situations dealing with health problems and jobs continue to be difficult for weaker candidates at this level although C11 proved to be the most difficult overall, often because candidates did not appear to have prepared thoroughly or had not read the English introduction to the situation.

However there were many excellent role-plays. Candidates responded well to teacher-examiners who used the prompts thoughtfully and where encouragement and careful responding to their replies enabled them to expand effectively.

Conversation

In many cases the conversation of the test is well structured and interesting to hear. However this year's examination was marked by a more than thorough preparation of the first topic in many centres, where an increasing number asked an insufficient variety of questions throughout the centre, and there was a significant minority of centres who asked the same questions to all candidates. Invariably candidates, where this happens, are unable to score highly during this element.

Teacher-examiners are reminded that the specimen questions in the Handbook are merely suggestions. There were a large number of centres where the teacher-examiners only asked the candidates these questions. This penalised candidates who were unable to take the initiative and often only produced short responses. These questions are at times non-sequitur and therefore often confused candidates who were unable to follow the thread of the conversation. It is against the candidates' interests to follow them slavishly with no personalisation of the conversation. Teacher-examiners should use the responses of the candidate to stimulate the next question.

Naturally, the best conversations occurred when teacher-examiners listened to candidates' answers and progressed in a natural way rather than working through the questions in the handbook

The conversation is marked globally over the two topics and in an increasing number of cases candidates who were able to speak well, in a variety of tenses during the pre-learnt, prepared section, were unable to offer responses to simple questions during the second topic. These candidates could not be awarded high marks.

Timing continues to be a concern in a minority of centres and centres are reminded that candidates cannot gain credit for responses outside the time limits given in the rubric. Candidates should be given the opportunity to use appropriate structures and language within the time allotted for this part of the examination.

- 4-5 minutes Foundation Level conversation
- 6-7 minutes Higher Level conversation

Similarly short conversations will prevent the candidates from demonstrating their ability. The two topics should be given equal time. Candidates are disadvantaged if they are not allowed to show what they can do within the unprepared topic.

The higher levels of the assessment criteria require a wide range of structure and vocabulary both in terms of the questions and responses. High marks cannot be scored when a candidate is offered simple questions; a series of closed questions or simply respond in simple terms to alternatives offered by the teacher-examiner.

Teacher-examiners are informed that they will be expected next year to introduce the conversation topics in the Target Language, as in previous years, and that candidates should be aware of this before they enter the examination room. The use of English within the examination is not acceptable. There were many centres who were able to help candidates fulfil their potential through skilful questioning, enabling the candidate to expand and use more complex language, eliciting a range of structures, tenses, opinions and descriptions. It should be noted that a series of closed questions, whilst helping some candidates to offer a response, will not score other than in the lower mark bands.

Marking

Where centres opted to mark their own candidates there was a significant number whose marks were out of tolerance and needed adjustment.

Many centres awarded full marks when there was ambiguity in a candidate's response particularly in role play A. The pronunciation of *caisse* was an example of this and *casse / cassé / casser* was often credited.

In role play B an incorrect tense often affected communication. Responses of a single word or verb did not convey the message or an unpredictable question was rephrased which meant that the performance was often overvalued.

Some centres failed to appreciate that there are significant differences in the Assessment Criteria for role plays A and B and candidates who were unable to successfully convey the necessary tasks in role play B were often overmarked.

In role play C there was often insufficient expansion for higher marks to be awarded. Tense errors, responses without a verb, or the failure to ask questions when required, meant that marks were overvalued as communication needed to access the higher mark bands was not achieved.

In the conversation section centres have a tendency to overvalue the performance of Foundation Level candidates who appear to say quite a lot, but have mostly repeated much of what the teacher-examiner has said through a series of closed questions and total reliance on the teacher-examiner. Accuracy and Application of Language are dependent on the amount of French conveyed by the candidate and it is unusual for a candidate who scores in the lower ranges in Communication to score highly for in these sections as there is not the breadth of language required.

Standardisation

There is evidence of insufficient internal standardisation within an increasing number of centres. There were a number of cases where one or more teacher examiners in a centre have been over generous or inconsistent in their marking. Centres are encouraged to use previous year's examinations to help standardise their marking in preparation for the next series. Centres where internal standardisation has not taken place may affect the results of individual candidates.

However many centres standardise excellently and are to be congratulated on their efforts.

Administration

Many centres continue to provide an excellent service in this area. However some points to note are summarised below:

- Cassette boxes and tapes should be labelled meticulously. It is helpful to use the inlay in the Instructions for Conduct booklet. Each should be labelled with Specification Name and Number, Centre name and number, candidate name and number, level of entry, order of recording and name of teacher-examiner.
- Cassettes should be numbered sequentially across the centre, not by individual teacher-examiners.
- Cassettes should be rewound to the start of side A.
- Cassettes should be dispatched with the Optems or Attendance Register. The L3s should be in a different package.
- Candidates' performance should not be split between sides of the cassette or on two different cassettes.
- Foundation and Higher Level candidates should be recorded on different cassettes.
- L3 mark sheets for each candidate should be arranged in candidate number order across the whole centre.
- In 2A centres where the teacher-examiners are marking candidates' performance the yellow copy of the L3 should be retained.
- In 2B centres both copies of the L3 should be sent to the examiner.
- The top (white) copy of the Optems for 2A centres should be sent to Edexcel. The second copy (yellow) should be sent to the Moderator and the third copy (green) should be retained by the centre.
- Centres should adhere to the time limits for sending materials to examiners and moderators.
- The conversation section has time limits to be observed.
- Introductions of candidates on tape should be effected as briskly as possible in the interests of allowing the candidate to begin speaking.
- The microphone should favour the candidate rather than the teacher- examiner. Centres should be aware that where automatic recording levels are achieved by some tape recorders candidate details are at times inaudible.
- Parcels should be securely packaged for posting using protective bubble wrap or similar for the protection of the tapes.

Conclusion

Although reports on examinations invariably highlight difficulties, it must be stressed that the majority of teacher-examiners prepare and carry out this element of the examination successfully.

Many candidates were well prepared for the examination and there was evidence of excellent examining technique.

Examiners and moderators would like to thank teacher-examiners for their efforts this year.

Paper 3F – Reading and Responding

Candidates were well prepared for this paper on the whole and the majority were entered appropriately.

The paper was completed in the given time with very few candidates leaving answers blank.

Presentation was good with very few candidates overwriting letters.

Straightforward vocabulary testing questions (Q1, Q2 and Q7) were done reasonably successfully. In Q1; B, F, G and H were the answers given correctly most often, but many chose C, D and I incorrectly. In choosing C, candidates seemed to ignore the example and interpret the picture of the apples as that of peaches. In the latter example, candidates made the common mistake of taking the meaning of *pamplemousses* to be pineapples. In Q2, part (i) was often correct, although some candidates gave F as the correct answer. Part (ii) was answered with much success, as was part (v). Part (iii) was answered correctly, but some candidates gave D or G. However, part (iv) was the least successfully answered with many giving B or F as answers thereby showing they did not understand *en face*. Q7 was done very well on the whole, especially part (d) as there was no distractor. G was often given in part (a) and K for part (b) as candidates chose the distractors.

The overlap questions were tackled with varying success. Q3 (i) was quite successful, though many gave A, B, C and D as answers, these would appear to be guess answers. Part (ii) was answered well on the whole though F was a frequent answer. Parts (iii) and (v) were done very successfully with (iv) causing the most problems – many giving F as an answer. Presumably, candidates equated *silence* with the picture of Chloë switching off the television.

Candidates seemed to find Q4 challenging. A lack of detailed reading and true understanding of whole sentences combined with the snatching of key words resulted in a rather disappointing performance. For (a), candidates often missed the phrase *nous n'avons pas de télé* and therefore gave (i) as a correct answer. Part (b) was done well, but choices for (c) were sometimes the incorrect options, as candidates did not equate *toutes les deux semaines* in the text with *tous les 15 jours* in the question. Part (d) was the least successful with very few candidates choosing the correct answer, but instead opting for (i), having snatched the word *roman* from the text. The same process resulted in (i) being chosen in part (e) where candidates honed in on the word *artiste*, missing the negative and without reading on further to discover what Guillaume's ambition was.

Pictorial questions in the past have often been quite straightforward and allowed the candidate to score well. However, this year Q5 proved to be quite challenging. This was because of not only a lack of vocabulary knowledge, especially of *assiettes*, *tasses* and *ciel*, but also the snatching of words and pictures. This led to the choice of A for part (a), where candidates were obviously matching the picture of the lady with *mère* in the question. In part (c), many chose C, thereby matching the town name. However, parts (d) and (e) were done quite successfully.

The last overlap question was a new test type on this paper and was very well attempted. The first three questions were done very well indeed with not too many giving 8h as the answer to part (a), although sometimes one of the least preferred subjects was given in part (b). Parts (d) and (e) discriminated well causing a few problems for weaker candidates. Candidates overlooked the negative in part (d) and therefore gave *sont sympas* as an answer. *Strict* was the most often incorrect answer. Many simply lifted *sympas sauf* from the text without really understanding its meaning. In part (e) many gave *très bon* as the answer or *cantine*, whilst others gave the correct answer, but then negated it with the addition of *très bon*.

The English Q9 was very well attempted on the whole with quite a few scoring full marks and very few leaving blank answers. However, those who did not score so well did so through the snatching and misinterpretation of words, loose translations and lack of careful reading. Part (a) was answered well, but many gave June as an answer possibly derived from *jeunes* or middle of the holidays from *centre de vacances*. *A.s.a.p* was also a frequent answer. Others interpreted the question as where rather than when, which resulted in such answers as travel agency or library (from *libre*) or answers such as holiday rep were given. Part (b) was well done as was (d) though many failed to read the text in the latter and guessed that one had to ring or go to see the employer, often giving the postcode as a telephone number. Part (c) caused the most problems through lack of careful reading. Some gave a specific job in the restaurant or misinterpreted *travailler* to give the answer *travel to the restaurant*. Loose interpretations of *jouer avec les enfants* gave rise to such answers as *work with/look after children* or the usual *infants*. Very few candidates attempted *aider les animateurs*, but those who did, interpreted *animateurs* as something to do with animals or cartoons.

The other English question (Q10) proved to be quite difficult for candidates. Although parts (b) and (c) were answered correctly, other questions showed a lack of vocabulary or careful reading once again. For (a), candidates tended to guess or snatch at words, resulting in answers like *karate* or *musician*. Candidates must be prepared to read all of the stimulus to find answers. In part (c), *fruits de mer* was not known in most cases, instead it was interpreted as sea fruits, fruits of the season/forest, fruit salad etc. For part (d), although most candidates answered this successfully, there were a good number who honed in on the word *baskets* in the text and gave a host of basketball items as answers. For part (e) *play music in a film*, *playing music continue to play an instrument*, *actor* were frequent answers, showing a lack of careful reading and understanding of the stimulus.

Paper 3H – Reading and Responding

On the whole, candidates had been appropriately entered for this paper. There were very few candidates who did not complete the whole paper and very few answers were left blank. The paper seemed to differentiate well between those who only honed in on isolated lexical items and those who read the text in detail and were able to comprehend the texts globally, a higher skill that is tested at this level.

For the overlap questions, see the report on the Foundation paper. However, candidates on this paper tackled these questions with greater success. This was especially the case in Q2 where many candidates scored full marks as they tackled parts (d) and (e) very skilfully. In the former, candidates were aware of the negative in the question and made sure they completed the sentence accordingly. Some candidates even gave synonyms such as *gentils, géniaux and aimables for sympas*, which was very impressive and pleasing to see.

On the more challenging question 3, candidates did very well on the whole. The only parts that caused problems were (d) where Pierre was often given and (e) where Benôit was chosen. For part (h), Benôit was often given, candidates possibly equating *santé* in the text with *sainement* in the question and ignoring the negative.

Q4, on the other hand was not very well done, (b), (e), (f) and (h) were often chosen. This showed a snatching of lexical items in the text rather than detailed reading and global comprehension.

Q5 was a test type used often before and candidates seemed more prepared for it this year. Parts (a), (c) and (d) were done well, but A and D were often chosen for part (b), candidates possibly interpreting *la principale* as meaning principle or imagining that the head tries to stop the violence. A and F were popular answers for part (e), candidates perhaps using their grammatical knowledge for the latter answer, but not considering or understanding the text.

The English Q9 was very well attempted with very few leaving blank answers or answering in French. It proved to be an excellent discriminator. Strong candidates scored full marks whilst weaker candidates who were inappropriately entered often made up their own stories revolving around drugs.

In part (a), most candidates understood the idea of lack of schooling, but not so much the poverty. However, the past tense in the text and the word *origins* in the question were ignored and therefore many answers were given in the present tense. Candidates snatched individual words to create such answers as: *parents didn't go to school; parents didn't take him to school; Raju wasn't allowed to go to school; parents lived in poor area; parents were miserable*. Other answers showed a certain amount of the candidates' own interpretations/imagination: *parents threw him out/rejected him; parents died; parents lived in slums*.

Part (b) was done quite well, though many implied that Raju helped load and unload luggage on and off of trains rather than the idea that he helped carrying luggage for people in the station. Many assumed he stole from luggage. The idea of cleaning shoes was most often correct.

Part (c) depended very much on knowledge of vocabulary. In most cases, the words *nourriture* and *poubelles* were understood and the correct answer given. The stronger candidates understood the idea of selling blood to blood banks, but others honed in on the words *vend*, *sang* and *banque* amongst others and combined these with a certain amount of vivid imagination to form such answers as: *sang songs outside the bank; steal from the bank; steal bank statements from the bin; look in the bin for bank details; sell bottles at bottle banks; beg outside bank; sell sperm to sperm bank*. There was also a prevalence of guesses ranging from selling drugs, sniffing glue to begging on the streets and selling kidneys on e-bay!

Part (d) caused the most difficulties. Candidates were often unable to pick out the relevant details and instead gave a lengthy translation of the first 4 lines of the last paragraph. Only the very able scored full marks, giving just the right information, succinctly expressed. Many negated their answers by interpreting *pour gagner leur confiance* as giving the children confidence and *il les contrôle* as he controls the children. The idea of Frère James listening was grasped, but not always for hours or to the children. Instead answers including Raju or people in general were given. Some candidates were not specific enough and gave the answer that he talks instead of listens to the children. The idea of Frère James disapproving generally of drugs was given often rather than the fact that he will not accept them in his shelter. The idea of rejecting the children if they do take drugs was not always given in addition. Instead candidates interpreted *il ne les accepte pas* as referring to the drugs.

The last part was very well done. A few candidates gave *find a family* or *he returns to his family* as incorrect answers or some candidates went on to incorrectly interpret the last sentence resulting in answers such as *he helps them to find a job*.

Paper 4C – Written Coursework

This year coursework was again more popular than the examination. It was pleasing to see that in the vast majority of centres candidates produced good work according to their potential, and teachers administered and assessed the work very successfully. Moderators noted an encouraging overall improvement in performance.

Tasks

The best tasks allowed candidates to use a variety of tenses, structures and vocabulary in each unit of work. They demonstrated linking, opinion and logical argument. Weaker candidates were able to write simple sentences and paragraphs without slavish adherence to stimulus material.

Examples of successful tasks included:

1. 'Agony Aunt' letters and replies
2. Film reviews – the most popular were *Amélie* and *Jean de Florette*
3. Lives of famous personalities, including historical ones
4. Imagining how the candidate's town would look in the future
5. Health issues such as healthy eating
6. The environment
7. Holidays
8. School and work experience
9. Narratives
10. Topics selected by individual candidates, such as *La maladie de maman* and *Le mariage à Amsterdam*

Poorer tasks 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.

Examples of less successful tasks included:

1. Daily routine – this tended to be confined to the present tense
2. Local area – often no more than lists of buildings
3. Interviews – where no attempt was made to link the task together into a coherent whole
4. House and home – again, this frequently amounted to a series of lists
5. Topics which had not been well differentiated for the ability of the candidate – for example, gap-filling tasks given to candidates capable of writing sentences and paragraphs, or complex topics given to candidates who lacked the resources to deal with them.

Successful stimulus material was brief, often in the form of a title plus bullet points. Some centres used past exam papers (Specification 1226 Paper 4) to good effect. Most stimulus material was in French, although moderators again noted a good deal in English. Often, centres chose safe and predictable topics, and only the better candidates were able to develop these quite unpromising titles into good pieces of work that fulfilled the criteria for higher marks. 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 only became a problem when candidates copied whole sentences or even paragraphs from them – and sometimes the same copied work was seen across a whole centre. Moderators are looking to see how individual candidates manipulate the language to make it their own.

Candidates in a few centres were penalised because they had not been asked to fulfil the specification requirement of writing three units of work from three different topic areas. Where candidates had written two units from one topic area, only the better of the two marks was taken into consideration, and the other mark was discounted. Clearly this had a serious effect on the overall marks of such centres. In the most serious cases, teachers had selected three titles from the same topic area. Centres are reminded to check the specification carefully before setting tasks, and to ensure that different teaching groups are all being set work that conforms to the specification.

The excessive length of submissions was an issue in a few centres. It is quite possible to obtain good marks for work which meets the specification demands: 250-350 words overall for grades G-D, and 500-600 words overall for grades C-A* (Short Course: 200-250 words overall for grades G-D, and 350-400 words overall for grades C-A*). The units of work (three for the Full Course, two for the Short Course) should be of roughly equal length, including the one done under controlled conditions.

Some centres did not meet the requirements for controlled conditions, and they too were penalised by having the marks of one unit discounted. Controlled conditions work must be done in the classroom and under the supervision of a teacher. Stimulus material and a dictionary are allowed; reference materials, notes or first drafts of the work are not permitted. Candidates may prepare the work in advance and may wish to memorise parts of it; it is not however in the spirit of the examination to invite candidates to learn by heart pieces of French which they have not composed themselves, such as textbook pages. The controlled conditions unit must be of roughly the same length as the other units.

If candidates make drafts of their work, these must not be corrected by the teacher. Feedback should only be given in the form of general comments; the use of form CFS1 must be used 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, and to mark first drafts.

Candidates are encouraged to use ICT when composing their coursework. They are however urged to check spellings carefully, especially accents. Overuse of cutting and pasting is unlikely to enhance the marks awarded. The use of Internet translation devices is not permitted, and centres are asked not to authenticate work produced in this way.

Dictionary use was generally good, but there were problems for some candidates. Use of Internet dictionaries did not appear to be as successful as use of conventional books.

Assessment

On the whole, this was very well done by centres. Some were slightly generous but consistently so. Internal standardisation was usually successful. The three marking grids provided in the specification were well used, although sometimes too much credit was given to work copied from a stimulus, to pedestrian or formulaic work, and to work which was too short to meet the criteria. It is necessary to take into consideration both the length and type of task when awarding a mark for Communication and content. For Knowledge and application of language, a mark of 4 indicates some attempt at using more complex structures such as past infinitives, object pronouns, adverbial phrases and negatives. A pleasing number of candidates did meet this requirement this year. In the Accuracy grid, it should be noted that the majority of verb forms have to be correct in order to achieve 3 or more marks.

Administration

Most centres were extremely helpful in following the requirements of the Instructions for the Conduct of the Examination (the ICE booklet), which are issued well in advance of coursework deadlines. When centres failed to do this, 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:

1. The latest version of form CF1 (coursework front sheet) should be used.
2. It should include candidate number and be signed by teacher and candidate.
3. It should contain an accurate word count and an indication of topic areas chosen.
4. Addition of marks should be carefully checked.
5. The OPTEMS form should be completed in full, without error, and should be signed on every page.
6. Teaching groups should be indicated on the OPTEMS.
7. If separated, OPTEMS pages should be placed in their correct order.
8. Absent candidates should be marked X not zero.
9. The sample should be arranged in candidate number order.
10. If a sample candidate is absent, then the work of the next candidate on the list should be included.
11. The work of the candidates with the highest and lowest marks should be included.
12. Work in the folder should be in the same order as on the front sheet.
13. There should be no loose pages – especially ones with no name on.
14. Stimulus material should be submitted – not references to pages in a textbook.
15. When moderators request additional information or folders, these should be provided promptly.

Paper 4F/H - Writing

Centres are again to be congratulated on preparing their candidates for the requirements of this examination. Examiners noted how well candidates responded to stimulus material, and how resourceful they were despite not being allowed to use a dictionary in the examination. There were some areas of concern, but on the whole most candidates had the opportunity to achieve their potential on this paper.

Paper 4F Question 1

Candidates were asked to write ten different items of vocabulary. Most were able to fulfil the task, although not many were awarded full marks. The pictures were given as suggestions, and many candidates found them useful. It was quite in order to choose items which were not illustrated, so long as they were plausible in the context. Many candidates found the spellings of *natation*, *équitation* and *échecs* very difficult. Repeated words were not credited; neither were words copied from the stimulus.

Paper 4F Question 2

This question was done much more successfully this year. Candidates were required to supply five nouns and five correct present tense verbs. Most centres had clearly prepared this question very well, although only a small minority of candidates scored full marks. The nouns were very accessible, and there were hardly any misinterpretations of the graphics. Any plausible noun was accepted, for example, both *mère* and *grand-mère*. *Vaisselle* was not widely known. The regular verbs were mostly formed correctly – the example may have assisted candidates, although a few of them wrote past participles instead of a present tense. Some candidates had trouble with *mettre*; very few this year simply copied the infinitives.

Paper 4F Question 3

Candidates benefited from having the stimulus in English, and most attempted all three bullet points. The setting of the task was the candidate's school, and first point had to indicate this. Many candidates assumed they were elsewhere, for example, on holiday. Like last year, the weather was a problem for many. Responses such as *c'est chaud* were common. For the third point, some candidates omitted the idea that the activity took place after school. There were many acceptable ways of conveying this, apart from *après les cours*; many candidates gave a suitable time of day. There was some confusion between *je fais* and *je vais*, and between *il fait* and *il faut*. The task could have been completed using the present tense only, but candidates were not penalised if they used other tenses in the correct context.

Paper 4F Question 4/Paper 4H Question 1

There were some very good responses to these questions, and, as last year, many achieved excellent marks while keeping to the word limit. The two options were of roughly equal popularity. Use of the bullet points ensured that most attempts were well-ordered and logically constructed. A few candidates appeared to have ignored the French stimulus altogether, and failed to use potentially useful pieces of vocabulary such as *le week-end dernier*. The best answers responded in roughly equal measure to all four bullet points, using three tenses, adjectives, subordination and more complex structures such as object pronouns. Opinions and reasons were generally expressed well, although sometimes whether or not a candidate liked a town had to be inferred. Weaker candidates included irrelevant material, or else omitted points altogether. Candidates' linguistic resources were generally satisfactory. There was good use of comparison, and of key film vocabulary, such as *horreur*, *d'amour*, *romantique* and *d'action*. Problems included the over-use of English words and proper nouns in the cinema question; lack of means to express the future (*aller* plus infinitive was far more common than the future tense, even among Higher Tier candidates); referring to Mathilde in the third person; misuse of *il s'agit de*; use of the second person plural; and use of the future tense after *quand* was not well known.

Paper 4H Question 2

The two options were of roughly equal popularity, and the two topics had clearly been well prepared by centres. The stimulus materials were well understood, and most candidates produced successful answers; examiners commented on the large number of lively and interesting pieces of work, using a good variety of structures and vocabulary. Candidates generally kept to convention by recommending a healthy lifestyle, but some admitted a partiality to cigarettes and fast food. The majority expressed the view that work and education were equally important. The best answers were coherent, well-linked pieces which addressed all the required points, developing them with opinions and reasons. It was encouraging to see that the vast majority of candidates kept to the word limit. Those few who did exceed it often penalised themselves by including irrelevant material or by increasing the incidence of error in their work. Common problems included ignoring or contradicting parts of the stimulus – for example, some candidates stated that they had not got a job, or failed to mention what had recently happened at work. Some lacked the means to agree or disagree with Laura, even though some of the key vocabulary was in the stimulus. Many candidates concluded their letter to Laura by using an inappropriately formal ending. Others gave general recommendations about health without taking full account of the personal request *Que pourrais-tu faire pour mener une vie plus saine?* The language used was usually very appropriate, although there were problems with tense formation, and even common words such as *travail/travaille* and *gagner* were often spelled incorrectly.

General points

1. It was pleasing to see that most candidates observed the rubric for these papers. They kept to the word count recommendations and did not answer all the optional questions. Candidates who failed to observe the rubrics were given no advantage.
2. Some candidates felt they had to use a supplementary answer sheet, for example, where they had used up space with rough work. It is quite in order for them to use space elsewhere in the answer booklet, such as that allocated to the question they are not doing, so long as they make it clear which question they are answering.
3. Virtually no candidates were inappropriately entered for the Higher Tier examination. Centres should complete attendance registers for both tiers of the examination, even if all their candidates are taking one tier only.

Statistical Information

GCSE French (1226) – June 2004

Grade Boundaries

Paper Number	Max Paper Mark								
		A*	A	B	C	D	E	F	G
1F	50				33	27	22	17	12
1H	50	34	28	22	17	12	9		
2F	50				27	22	18	14	10
2H	150	140	134	128	123	117	114		
3F	50				33	27	21	15	9
3H	50	39	32	25	18	10	6		
4F	50				28	24	20	16	12
4H	150	139	132	125	119	113	110		
4C	60	51	45	39	33	27	21	15	9

The figures given above are the minimum raw marks for each grade boundary on each papers. Please refer to the tables on the following pages for the raw mark to UMS conversions. The number of UMS points required to achieve each overall grade is shown below.

NB 100 marks are added to papers 2H and 4H for administrative purposes.

Grade	Max	A*	A	B	C	D	E	F	G	U
POINTS	360	320	280	240	200	160	120	80	40	<40

The table below shows that each of the four skills is worth 25% of the final grade. The mean mark and standard deviation for each paper are also shown.

Subject Number and Title		Paper Number and Title		% Contribution to Award	Mean Mark	Standard Deviation
Subject Number and Title		Paper Number and Title				
1226	French	1F	LISTENING FOUNDATION	25	27.1	7.8
1226	French	1H	LISTENING HIGHER		27.0	9.4
1226	French	2FA	SPEAKING FOUNDATION A	25	25.7	7.5
1226	French	2FB	SPEAKING FOUNDATION B		20.6	8.0
1226	French	2HA	SPEAKING HIGHER A		135.7	7.4
1226	French	2HB	SPEAKING HIGHER B		130.6	8.4
1226	French	3F	READING FOUNDATION	25	29.3	8.1
1226	French	3H	READING HIGHER		33.9	8.8
1226	French	4C	COURSEWORK	25	35.0	10.9
1226	French	4F	WRITING FOUNDATION		24.2	9.0
1226	French	4H	WRITING HIGHER		130.7	8.8

Subject Number and Title	Number Sat	Pass %	Cumulative Percentages of Candidates at Specified Grades									
			A*	A	B	C	D	E	F	G	U	
1226	French	49178	98.9	8.8	21.4	39.1	60.0	76.6	88.1	95.5	98.9	100.0

**Raw Mark to UMS Score Conversion Table
Paper 1 – Listening & Responding**

Foundation Tier	
Raw Mark	UMS Score
50	59
49	59
48	59
47	59
46	59
45	59
44	59
43	59
42	59
41	59
40	59
39	59
38	58
37	56
36	55
35	53
34	52
33	50
32	48
31	47
30	45
29	43
28	42
27	40
26	38
25	36
24	34
23	32
22	30
21	28
20	26
19	24
18	22
17	20
16	18
15	16
14	14
13	12
12	10
11	9
10	8
9	8
8	7
7	6
6	5
5	4
4	3
3	3
2	2
1	1
0	0

Higher Tier	
Raw Mark	UMS Score
50	90
49	90
48	90
47	90
46	90
45	90
44	90
43	90
42	90
41	90
40	90
39	88
38	87
37	85
36	83
35	82
34	80
33	78
32	77
31	75
30	73
29	72
28	70
27	68
26	67
25	65
24	63
23	62
22	60
21	58
20	56
19	54
18	52
17	50
16	48
15	46
14	44
13	42
12	40
11	38
10	37
9	35
8	31
7	27
6	23
5	19
4	16
3	12
2	8
1	4
0	0

**Raw Mark to UMS Score Conversion Table
Paper 2 – Speaking**

Foundation Tier	
Raw Mark	UMS Score
50	59
49	59
48	59
47	59
46	59
45	59
44	59
43	59
42	59
41	59
40	59
39	59
38	59
37	59
36	59
35	59
34	59
33	59
32	59
31	57
30	55
29	54
28	52
27	50
26	48
25	46
24	44
23	42
22	40
21	38
20	35
19	33
18	30
17	28
16	25
15	23
14	20
13	18
12	15
11	13
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

Higher Tier	
Raw Mark	UMS Score
150	90
149	90
148	90
147	90
146	90
145	88
144	87
143	85
142	83
141	82
140	80
139	78
138	77
137	75
136	73
135	72
134	70
133	68
132	67
131	65
130	63
129	62
128	60
127	58
126	56
125	54
124	52
123	50
122	48
121	47
120	45
119	43
118	42
117	40
116	38
115	37
114	35
113	33
112	30
111	28
110	25
109	23
108	20
107	18
106	15
105	13
104	10
103	8
102	5
101	3
100	0

**Raw Mark to UMS Score Conversion Table
Paper 3 – Reading & Responding**

Foundation Tier	
Raw Mark	UMS Score
50	59
49	59
48	59
47	59
46	59
45	59
44	59
43	59
42	59
41	59
40	59
39	59
38	58
37	56
36	55
35	53
34	52
33	50
32	48
31	47
30	45
29	43
28	42
27	40
26	38
25	37
24	35
23	33
22	32
21	30
20	28
19	27
18	25
17	23
16	22
15	20
14	18
13	17
12	15
11	13
10	12
9	10
8	9
7	8
6	7
5	6
4	4
3	3
2	2
1	1
0	0

Higher Tier	
Raw Mark	UMS Score
50	90
49	90
48	90
47	90
46	90
45	89
44	87
43	86
42	84
41	83
40	81
39	80
38	79
37	77
36	76
35	74
34	73
33	71
32	70
31	69
30	67
29	66
28	64
27	63
26	61
25	60
24	59
23	57
22	56
21	54
20	53
19	51
18	50
17	49
16	48
15	46
14	45
13	44
12	43
11	41
10	40
9	39
8	38
7	36
6	35
5	29
4	23
3	18
2	12
1	6
0	0

**Raw Mark to UMS Score Conversion Table
Paper 4 – Writing**

Foundation Tier	
Raw Mark	UMS Score
50	59
49	59
48	59
47	59
46	59
45	59
44	59
43	59
42	59
41	59
40	59
39	59
38	59
37	59
36	59
35	59
34	59
33	59
32	59
31	57
30	55
29	52
28	50
27	48
26	45
25	43
24	40
23	38
22	35
21	33
20	30
19	28
18	25
17	23
16	20
15	18
14	15
13	13
12	10
11	9
10	8
9	8
8	7
7	6
6	5
5	4
4	3
3	3
2	2
1	1
0	0

Higher Tier	
Raw Mark	UMS Score
150	90
149	90
148	90
147	90
146	90
145	89
144	87
143	86
142	84
141	83
140	81
139	80
138	79
137	77
136	76
135	74
134	73
133	71
132	70
131	69
130	67
129	66
128	64
127	63
126	61
125	60
124	58
123	57
122	55
121	53
120	52
119	50
118	48
117	47
116	45
115	43
114	42
113	40
112	38
111	37
110	35
109	32
108	28
107	25
106	21
105	18
104	14
103	11
102	7
101	4
100	0

Raw Mark to UMS Score Conversion Table

Paper 4C – Coursework

Raw Mark	UMS Score
60	90
59	90
58	90
57	90
56	88
55	87
54	85
53	83
52	82
51	80
50	78
49	77
48	75
47	73
46	72
45	70
44	68
43	67
42	65
41	63
40	62
39	60
38	58
37	57
36	55
35	53
34	52
33	50
32	48
31	47
30	45

Raw Mark	UMS Score
29	43
28	42
27	40
26	38
25	37
24	35
23	33
22	32
21	30
20	28
19	27
18	25
17	23
16	22
15	20
14	18
13	17
12	15
11	13
10	12
9	10
8	9
7	8
6	7
5	6
4	4
3	3
2	2
1	1
0	0

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