

GCSE

Edexcel GCSE

Urdu (1901)

This Examiners' Report relates to Mark
Scheme Publication code: UG016941

Summer 2005

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Examiners' Report

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Summer 2005

Publications Code UG016941

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Paper 1F and 1H - Listening and Responding

The tasks and the topics in the papers chosen were in accordance with the syllabus. As usual the questions were targeted at each of the possible grades to differentiate candidates across the ability range. The standard achieved by the candidates this year was similar to last year. The number of candidates taking this exam was 2930 as compared to last year's total of 3208.

Paper 1F

This paper tests listening skill appropriate to grades C- G The paper requires a minimal writing of the target language and candidates have to answer one question by writing 4 to 5 words in Urdu. These answers are marked for communication of the required points from the listening text only, irrespective of spelling mistakes and grammatical errors.

Q1 - 6

The majority of the candidates managed to answer these questions without any difficulty. A few did not understand the Urdu words for "scissors and umbrella" and ticked the wrong boxes.

Q7

This question tested telling the time with a 24-hour clock and most candidates ticked the right box.

Q8

In this question some of the candidates could not follow simple directions in Urdu (go straight on and take the second turning on the right).

Q9

This question was targeted at C grade. It was about the venue and timings for computer classes and candidates were supposed to write 4 words in Urdu i.e. "first floor, Wednesday, twenty and six thirty". They had the option of writing the time and number in English. However, it was disappointing to note that only a small number of candidates could manage to score full marks. Some struggled to write the numbers in Urdu, while others failed to recognise the spoken words at all.

Q10

This question was also targeted at C grade. Although no writing was involved in this question, a large number of candidates could not get the correct sequencing and lost marks. Candidates are not being prepared fully to tackle these type of questions.

Q11

Also targeted at C grade, this question was about the use of mobile phones. Most of the candidates answered this question correctly. A few, who could not read the written statements, got it partly or totally wrong.

Q12

The majority of the candidates managed this question very well.

Q13

This question, also targeted at grade C, was about "fasting" and was similar in format to question 11. By and large the candidates achieved good marks in this question. It did pose problems for candidates with limited reading ability of target language rubrics and texts.

Q14-17

These questions, requiring a tick on the right sketch about description of family members, were answered well by the majority of candidates.

Q18-21

Also requiring a tick on the right sketch, these questions were about different professions and generally posed no problems.

Q22-25

These questions, targeted at grade C, were about hobbies. A few candidates could not understand the Urdu word for "gardening" but a large number managed to score full marks.

Q26

This question required the candidates to listen to the information in Urdu about holidays and complete the grid in English about "where they went" and what they did". The majority of the candidates had no problems in extracting the right information. However, some failed to complete the grid correctly and got confused between the places and the activities. A few candidates lost marks because of poor English vocabulary.

Paper 1H

The overall performance for this paper was similar to last year.

The paper proved to be balanced and differentiated well across the range of abilities of the candidates and reflected the appropriate levels for which it was set. As mentioned in the last Examiner's Report, some candidates are still being entered by their centres for the wrong levels and losing out on grades they truly deserve.

Q1 - 4

An overlap from the Foundation tier paper, these questions did not pose any problems in general.

Q5

Also an overlap from the Foundation tier, this question proved to be a little difficult for some candidates. As they required a fairly good level of reading ability as well, some got it partially right, while others managed to get full marks.

Q6

This question tested the candidates' ability to understand the spoken Urdu and fill in gaps with appropriate Urdu words. Quite a large number of candidates scored some or even full mark. Some failed to select the right word to complete the sentence, while others could not write a single word of Urdu and did not score any marks at all.

Q7

Candidates generally did well in this question which was an overlap from the Foundation tier.

Q8

This question was also an overlap from the Foundation tier and required both reading and writing ability in Urdu. By and large candidates did well and only a few of them did not score any marks .

Q9

This question tested candidates' ability for sequencing an event after listening to an extract about a dinner party. Candidates who could understand the events as they took place and also could read the sentences for rearranging, did extremely well and scored full marks.

Q10

This question involved 5 target language sub -questions and answers about a train journey in Pakistan. A few candidates managed to write the key word and scored some marks, while others with a good writing ability did very well. It was again disappointing to note that at this Higher tier entry, quite a large number of candidates could not write the Urdu words for "window", "broken", "food items", "magazines for reading" and the time, "11.15".

Q11

This question proved a little difficult for candidates who could not follow or read the target language rubrics and text. Some candidates answered correctly but put numbers in all six boxes and lost one mark.

Q12

This question was a target language question like Q9, but required specific information. Quite a large number of candidates did well but as in Q9, some candidates could not write the basic words in Urdu for " parents", "one week" and "beach".

Q13

The question was basically about a joint family system and some candidates, even though they could not understand the whole conversation, gave very interesting answers. This question required the candidates to answer in English. Most of the candidates answered a, b, c and g correctly. However, they found it difficult to answer d and e as these two involved giving information and opinion about Aamir's brother.

Paper 2F/H - Speaking

General

This is the third year in which exam papers have been based upon the new GCSE syllabus. There were approximately 3,000 entries from about 210 centres, which is not significantly different from last year.

The general impression this year was that the performance of the candidates was not noticeably different from the last two years.

Foundation Paper

A minority of Urdu candidates (nearly 500 out of some 3000, or about 15%) were at Foundation level. This is quite normal for Urdu as it reflects the ability and the familiarity of the candidature.

This Paper is designed to test candidates in the G-C ability range and can be said to have discriminated successfully between these ends of the range. In fact, only a tiny number of candidates failed to score enough marks to qualify for an F in this component.

About 20% of Foundation Level candidates scored very highly (over 40/50). While we cannot comment on schools' entry policies it is stating the obvious to say that it would have been much better for them to have been entered for the Higher Tier, so that they can have a chance of reaching a higher grade. It is clear that some centres blanket enter some candidates for Foundation in all four components of the exam, presumably on the basis of their lack of written skills, but to do justice to candidates their abilities in each of the four skill areas must taken into consideration and entries made accordingly.

Candidates had to perform one A and one B role-play and take part in a conversation on two topics: one of their prepared choices and one chosen from the syllabus by the teacher examiner. In general the Foundation Level role-plays were well performed and there were no significant problems.

Detailed consideration of individual role-plays are given below:

Role-play A:

The A role-plays are designed to test the performance of the lower end of the ability range. The candidates have to perform simple transactions, usually involving shopping. One role-play this year involved sightseeing but this was not any more difficult than the others.

In most of these role-plays the candidate had to greet the examiner, buy one item and then state size, colour, etc. Care needs to be taken to ensure that candidates do **all** the tasks, including greetings, thanks and goodbye. This is, of course, dependent on the Teacher-Examiner. Most do a difficult job very competently, but time and again we hear tapes where a candidate has failed to include the necessary greetings or thank you/goodbye phrases. If students use an English word, as in A5, "flag", it is entirely legitimate for the Teacher Examiner to ask the candidate "*Urdu mein is ko kya kehte hain?*" Although candidates cannot get the maximum marks according to the mark grid, they can get 7 or 8 marks instead of perhaps only 5 or 6 if they were not prompted. It is the use of English words that is the most frequent cause for loss of marks. All the words required in the A role-plays are in the common core vocabulary which is part of the Specification for this exam.

Teacher-Examiners have, in general, conducted these role-plays well, and none of them caused any notable problems. Only a very few candidates who did the exam at Foundation Level scored fewer than 7 marks on the A role-plays.

Role-Play B:

The 'B' role-plays are designed to test the mid-range of candidates and are 'Overlap' tasks, taken by both Foundation and Higher candidates. These Role-plays are based on symbols but there are bullet points in English which tell the candidate what to do. There were very few reported instances of candidates misunderstanding the symbols even if, in some cases, their lack of Urdu did not enable them to complete the tasks successfully.

These role-plays did not cause any significant problems either for candidates or for Teacher-Examiners. Sometimes candidates gave all three alternatives when symbols were given divided by oblique strokes / /, whereas they were meant to choose only ONE of two or three things, not all of them, in their responses.

In the B Role-Plays the main difficulty for weaker candidates was not interpreting the symbols, which caused little confusion, and having sufficient Urdu to cope, but the use of English words for which there are simple everyday Urdu equivalents.

It is necessary for students to study the Key Vocabulary in the Specification for this exam and that candidates should expect to be tested on their knowledge of those words. Of course it is legitimate to include a proportion of words that are NOT included in the basic vocabulary list.

As far as English words are concerned, Key Vocabulary words are often words deliberately tested, such as days of the week, times and numbers, especially 1½ and 2½, colours, etc. Several of the B role-plays contained these vocabulary items.

It may be of use to centres to discuss one or two of the B role-plays which did produce some difficulties for some candidates:

B1 There are two responses in this role-play which did cause some problems, mainly because they are superficially similar but very different in meaning. The first one is 'when flights go to Lahore' - 'Lahore *ki pervazen kab jati heyn?*' The second was the last response: 'how long does it take to get to Lahore' '*Lahore pahunchne men kitna waqt lagega/ kitni deir lagegi?*' Some candidates asked '*Jehaz Lahore kis waqt pahunchta hai?*' Which means 'When does the plane arrive in Lahore?' which is completely different in meaning.

B2 The second response in this role-play did cause some problems, mainly due to the fact that the candidates had to produce a complex sentence, '*there is an exhibition of old paintings*' '*purani tasveeron ki numaishtay hai.*' It might be thought that 'exhibition' was a little difficult at this level but just to say '*purani tasveeren dykhayi jaengi*' would get the message across. It is not necessarily the precise vocabulary item that is being tested but the ability to communicate the meaning.

B8 The first response in this role-play caused difficulties for a surprisingly large number of candidates, who clearly were not able to say times such as 7:15/7:30/7:45 in Urdu.

Role-Play C:

These role-plays are intended to test the more able candidates aiming for Grade C and above and only candidates entered for the Higher Tier have to perform them. The key focus here is the ability of candidates to negotiate unpredictable situations using appropriate and accurate language and to expand their replies beyond the bare facts of the bullet points. There are two marking criteria, one for communication and one for accuracy.

The current specification has ensured that these are much more accessible and easier to negotiate, thus giving candidates a better chance of scoring high marks. The examining team has unanimously reported that these role-plays have been better handled by both Teacher-Examiners and candidates this year, and this is a cause for some satisfaction. It is vital, however, that Teacher-Examiners take the trouble of reading the handbook and doing some preparation before the exam. It is also vital that they read out the introduction given there to get the role-play going.

A frequently occurring problem was incomplete performance. Either insufficient details are given or some tasks have been omitted. It has been made clear in the guidance notes that the teacher-examiner **must not rephrase** unpredictable questions and must not give away key vocabulary in what they say to the candidates.

Quite a few questions require the candidate to make up details, as for example, in C4 point 2, where the teacher asks the candidate about any work experience. The candidate is expected to make up or give details of what they have done. If the teacher asks for details the candidate has effectively been prompted and cannot then achieve full marks.

At this level, candidates are expected to give more than one word or one phrase answers to most of the questions in order to achieve full marks. **The mark criteria clearly states that the candidate must produce extended replies in order to get high marks.** The guidance notes provided were sufficiently detailed to enable the Teacher-Examiner to play his or her part successfully; the fact that many did get it right indicates that it can be done.

Conversation

In this element of the oral examination candidates are expected to prepare one topic. The second topic is selected by the Teacher-Examiner from two alternatives supplied by Edexcel which are written in the Handbook following the B role-play performed by the candidate. Unfortunately some centres did not follow this instruction. Some did only one topic while some topics were too short while others were too long. To get good marks the time for each topic should be even - about 3 minutes each at Foundation and 4-5 minutes at Higher Level.

The conversations were, by and large, adequately conducted. Most difficulties arose when the types of questions did not let the candidates show their ability. The handbook contains suitable questions for each topic at both levels. At Foundation Level candidates can be eased into their topic with very simple questions to get them going and Higher candidates should be asked a few easy questions to warm them up, rather than going straight in with difficult questions. Please note that nearly all the questions given in the Handbook are open-ended questions, not those requiring yes/no answers, which tell us nothing about the candidates' linguistic ability.

In order to get the best possible grades at either level candidates **MUST** be given questions which test their ability to express Past, Present and Future tenses.

It is also important that the Teacher-Examiner listens to what the candidate is saying and ask questions to follow up and continue a naturalistic conversation. An example will illustrate this point:

Teacher: *Aap pychle sal kehan gae the?*

Candidate: *Main Amrika gya tha.*

Teacher: *Aap is sal kehan jaenge?*

Here, the candidate has given the teacher an opportunity to ask a simple question such as '*Aap ko Amrika keyse laga?*' or '*Aap ne wehan per kya kya dekha ?*' to elicit an interesting response which would have allowed him to demonstrate his linguistic ability. In this case this has been completely missed.

The Teacher-Examiner's performance is as important as the candidates in an oral examination. A sympathetic and friendly approach is always more effective. Taking an exam is a highly stressful business for both candidate and Teacher-Examiner and very step should be taken to make the candidate feel more relaxed.

As to candidates' performance, while it is clear that there is a wide range of ability levels, it is important to note that, unlike in the main European languages, most candidates were entered for the Higher Level and assessment of their performance indicates that in the vast majority of cases, it was right to do so. There are very, very few candidates who failed to achieve at least a D at Higher Level.

Organization of Material in Centres

The main job of the Assessment team is to assess and mark the candidates' performance and that is a job requiring intense concentration. When material arrives from centres with tapes which are un- or partially labelled, and it is extremely time-consuming and wearisome to sort out unlabelled cassettes. Labels are given in the Handbook and should be used and fully completed and on the cassette itself the centre number, tape number and Sides A and B clearly marked. Also, when recording candidates, the candidate's name and number must be stated clearly on the tape before starting each examination. While it is clearly unrealistic to expect only one candidate on each side of a tape, it is possible to use c60 cassettes which can comfortably fit three candidates on each side.

Attached is a statistical breakdown of problems reported by the Assessment Team which shows their varied nature. These include noisy tapes, inaudible recordings, unsigned Attendance Registers, short and long tests, etc.

Teacher-Assessment

The Oral component of the exam is the only teacher-assessed part of the GCSE apart from written coursework (4C.) It may be helpful to mention a few points regarding assessment. Assessing oral performance is not an easy job: it requires concentration and recourse to repeatedly comparing one performance against others. It is often necessary to rewind and compare conversations from different candidates so that a judgement can be made on which performance is better, or to hear parts of role-plays more than once to hear how well a candidate has negotiated an unpredictable element.

Teacher-Examiners should not worry about trying to assess the candidate's performance at the same time as conducting it, but concentrate solely on conducting the role-plays and conversation. Fortunately, fewer centres have attempted to conduct and to mark their candidates' examinations this year. The Moderating team reported far less need to remark Teacher- Examiner marked orals than in the previous two years.

Paper 3 - Reading and Responding

Examiner's Report

The current format of the new Specification is now well established and this year again about 3000 candidates were entered for the examination. The split of Tiers was different compared to past years as most candidates were entered for the Higher Tier and very few for the Foundation Tier although some candidates would have benefited more had they been entered for this Tier.

Paper 3F is designed to test candidates in the G-C ability range. No written responses are required for this paper. Candidates are required to read the rubric in order to attempt the questions correctly.

Detailed consideration of individual questions is provided below:

Q1 and 2

These questions required candidates to match pictures to individual words and put the appropriate letter against the correct word. There were no major problems with these questions but it was surprising to see that quite a few candidates did not recognise the word "gaird" and mistook it for the rugby ball. In question 2 most candidates did not recognise the picture of 'biscuits' and put a letter randomly hence getting the answer wrong.

Q3

This question required the candidates to tick five correct items to be packed in a school satchel out of a list of ten words. Most candidates scored full marks for this question but some ticked at random not having been able to read and understand the words.

Q4

This question was about professions and candidates had to match the word in the box to a short statement. Most candidates scored at least four marks for this exercise while the able candidates scored full marks. The word 'quassaeey' was not understood as a butcher and quite a few candidates wrote the letter for 'sabzee-frosh' as they see the grocery shop selling meat.

Q5 (overlap)

Candidates had to read a short passage about a fair and then tick five correct statements from the ten given. This required careful reading of the text. Most candidates scored full marks but a few ticked the last statement as correct as they failed to spot the word 'naheen' and lost a mark. Once again the number of candidates who ticked more than the required number of answers was lower compared to last year. Candidates must be encouraged to check the required number of answers as one mark is deducted for each extra answer.

Q6 (overlap)

This was a question that required candidates to read a short text about a garden centre and select five correct answers out of ten words naming things you could buy at a garden centre. Most candidates scored full marks for this question and the weaker lost one or two marks.

Q7 (overlap)

This was a sentence completion exercise involving matching two halves of a sentence. Candidates were required to read a stimulus passage and then read both halves of the sentence. They were then required to put the appropriate letter of the second half of the sentence in the corresponding box. Able candidates scored full marks but the weaker candidates matched sentences randomly and scored one or two marks only.

Q8 (overlap)

This question was based on a short text about a school time-table. Candidates had to read the text and then do a gap-filling exercise with the help of vocabulary given at the top of the page. These words were synonyms of vocabulary used in the text. The able candidates completed this exercise successfully but the less able either 'lifted' words from the text or tried to fit in any words at random. They obviously did not either understand the rubric or could not read and understand the sentences.

Q9 (English question)

This question was based on a short advertisement for furniture and candidates were required to answer questions in English. Most candidates did very well and scored full marks giving very good synonyms for 'reasonable' but there were a few who guessed and wrote answers such as 'buy one get one free' or 'buy one get one half price' etc. This year, there was only one candidate who answered this question in Urdu and lost marks.

Q10 (English question)

This question was about an invitation to a wedding (Valeema) party. Candidates with good reading skills scored full marks but there were quite a few interesting answers from the weaker ones about the instructions for drivers. This accurately assessed their comprehension skills.

Paper 3H - Reading and Responding

The Higher Paper is designed to discriminate between candidates aiming for the C to A* Grades, although a D can be awarded to those not achieving a C. The paper consisted of eight questions, four of which (questions 1 to 4) were overlap questions. As expected, candidates tackled these questions better at Higher Level than those doing them at Foundation Level. Questions 5,6,7 and 8 were intended to differentiate between the B, A & A* grades.

Q1(overlap)

Candidates had to read a short text about a fair and then tick five correct statements from the ten given. This required careful reading of the text. Most candidates scored full marks or nearly full marks for this question. Only a few did not read the last statement correctly and marked it as correct, hence losing a mark for not noticing the word 'naheeN' in the statement.

Q2 (overlap)

This question required the reading of a short text about the items sold in a garden centre and tick five correct answers out of ten words naming things you could buy there. Most candidates scored full marks for this question.

Q3 (overlap)

This question required joining parts of a sentence where the beginning and ending parts of the sentence had been split up. Most candidates have become used to this type of question and their performance was very good, scoring full marks.

Q4 (overlap)

This question was based on a short text about a school time-table. Candidates had to read the text and do a gap-filling exercise with the help of synonyms given at the top of the exercise. Most candidates scored full marks for this exercise whereas the extremely weak candidate picked the time written under a subject for that lesson, hence losing a mark.

Q5 This question required the candidates to read a text about cinema viewing habits and attempt another gap-filling exercise with the help of synonyms given at the top of the exercise. Most candidates scored full marks for this while quite a few filled in words randomly, hence either gaining some marks by luck or losing marks.

Q6 This question was about different ways of receiving or earning pocket money. The candidates were required to read a text about various youngsters describing their means of getting pocket money and then linking their names to particular activities. Once again a majority of candidates scored full marks.

Q7 This question was aimed at A* level and this was the question that required written answers in Urdu. Candidates had to read the text about the scene at a airport check in counter and answer questions about the experience of the author. Quite a few candidates scored full or almost full marks while others tried the 'lifting' method and lost marks in the process. Candidates should be encouraged to write in their own words.

Q8 This question consisted of a text about a new student arriving in a British school from Lahore and comparing the local school to her previous one in Pakistan. This question is aimed at the achievement level A-A*. The questions were in English and candidates were expected to answer them in English. Only a small minority did not attempt this question and maybe three candidates answered in Urdu. The majority of candidates scored full marks or nearly full marks.

Paper 4F and 4H - Writing

Apart from Q1 on the Foundation paper, there were few changes to these question papers. The only change in this question was the inclusion of pictures or icons with the following additional rubric: "The pictures given are suggestions only. You can use them if you want but you do not have to". This change was made to bring the Urdu question paper in line with the papers of other foreign languages, otherwise the requirements of both papers were exactly the same as for previous examination series. The examiners felt that no question posed candidates particular difficulties and both papers placed comparable demands on candidates to previous years. Generally all questions worked very well in assessing the ability of candidates.

Although some candidates were inappropriately entered for the Higher Tier, the overall standard of performance was slightly better this year. Most candidates found questions very accessible and appeared to know what was required of them. However, many candidates, including some very able, were not trained to observe the rubric and, as a result, omitted to answer one or more bullet points.

Paper 4F

Candidates were required to answer four questions i.e. Q1, 2 and 3, and either question Q4(a) or 4(b) {the overlap questions}.

Q1 required the candidates to make a list of 10 items which they would like to take with them on a holiday abroad. Although most candidates gained reasonable marks for their answers, the number of candidates who scored full marks was fairly low. However the inclusion of pictures in this question encouraged valid responses.

In Q2, candidates were required to produce 5 verbs conjugated in the first person singular present tense and interpret 5 pictures as nouns. Although some candidates scored 10 marks for the question, many were unable to produce the correct verb forms.

In Q3, candidates had to write a short note to invite their friend to an Eid Party and there were four bullet points to be covered. This question was found to be very accessible and most candidates gained good marks. It was common for candidates to score 4 or 5 marks for communication despite spelling errors but a mark of 2 or 3 for knowledge and application of language.

Q4(a) and 4(b) were overlap questions with paper 4H and candidates had to attempt one of these questions. They were required to write either a letter of thanks to their aunt or an article about an Asian dance and music show (mela). In both the questions, the five bullet points invited them to produce a range of tenses and to give opinion. It was noted that, as in previous years, only a minority of the Foundation Tier candidates attempted this question and those who did gained more marks for communication than for application of language and accuracy. However, a few candidates were able to produce very pleasing answers.

Paper 4H

Candidates were required to answer one of the two overlap questions and also one of the two Higher Tier questions.

Q1(a) and 1(b) worked very well for the Higher Tier candidates and many candidates scored high marks. Q1(a) was the more popular option. However, there were some excellent responses to the second option and candidates produced very interesting essays on an Asian dance and music show (mela).

Both the Q2(a) and Q2(b) proved to be equally popular and accessible and worked very well. In Q2(b), a number of candidates could not describe both habits and hobbies in response to the second bullet point, often describing either habits or hobbies in detail but omitting the other part of the question. The examiners observed that the five bullet points given in Q2(a) definitely helped candidates.

Paper 4C – Coursework

Examiner's Report

Although some excellent and well-presented pieces of work were produced, the general standard of performance was rather disappointing though it was not markedly different from that of previous years. It was observed that candidates from some small centres produced extremely good pieces of work. On the other hand candidates from some big centres submitted some fairly low quality work and gained little credit.

Chosen tasks were diverse. Some tasks were appropriate and imaginative but many, for example "My Favourite Recipe" or a gap-filling exercise providing exactly the same number of words as gaps, did not help candidates. The main causes of concern amongst moderators included topic overlap, identical or near identical pieces of work, copying out from reference material, and the absence of evidence of linked research.

Since it was once again evident that the marking of teachers was often overgenerous and in many cases inconsistent, moderators expressed their concern about the standard of marking by centres.

Centres are once again reminded of their responsibility to ensure that the work submitted by candidates is their own. In the coursework candidate may copy work from reference material or fellow candidates or/and get it done with outside assistance. Centres must be diligent that candidates do produce their own work otherwise the centre will be subject to further investigation.

Administration

Many centres either were not familiar with the rules governing the coursework option or failed to observe them. For instance:

- Deadlines to submit coursework were in many cases not observed: this jeopardises the production of results.
- Many centres failed to provide any stimulus material.
- The front sheet was not signed by the candidates or not authenticated by the teacher or both.
- In many cases, first drafts and feed back sheets were not included.
- In some cases, no OPTEMS was sent and /or some pieces of coursework were missing.
- There was a lack of information about controlled or uncontrolled conditions.
- Some centres used old front sheets where candidate's signature was not required.

Statistics

Paper 1F - Listening and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	39	34	29	25	21	0
Uniform Boundary Mark	59	50	40	30	20	10	0

Paper 1H - Listening and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	150	146	140	134	128	120	116	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

Paper 2F - Speaking

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	27	23	19	15	11	0
Uniform Boundary Mark	59	50	40	30	20	10	0

Paper 2H - Speaking

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	150	140	134	128	123	117	114	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

Paper 3F - Reading and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	34	30	26	23	20	0
Uniform Boundary Mark	59	50	40	30	20	10	0

Paper 3H - Reading and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	150	146	138	130	122	118	116	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

Paper 4F - Writing

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	35	32	29	26	23	0
Uniform Boundary Mark	59	50	40	30	20	10	0

Paper 4H - Writing

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	150	139	135	131	127	120	116	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

Paper 4C - Written Coursework

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw Boundary Mark	60	51	45	39	33	27	21	15	9	0
Uniform Boundary Mark	90	80	70	60	50	40	30	20	10	0

Overall Subject Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Total Uniform Mark	360	320	280	240	200	160	120	80	40	0

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