

## INFORMATION FOR STUDENTS

### WJEC Eduqas A level French Component 2

We are sorry for the error contained in the instructions for question four of the WJEC Eduqas A level French Component 2 question paper. We understand this caused confusion for many students.

We have taken a range of actions to minimise the impact and to ensure that you receive the results you deserve. These include reviewing your performance on:

- a) the listening questions 1-3 in relation to your performance on question 4, the final question in the listening section of the paper. This was to ensure that you were rewarded appropriately for your performance on the entire listening section of the paper.
- b) the final question of the paper, question 10, in relation to your performance in the rest of the paper. This was to ensure that if you spent additional time on question 4, and therefore did not have sufficient time to allocate to question 10, you were not disadvantaged.

As a result of the review, we calculated a mark for you on question 4, based on your performance on questions 1-3. If your statistically calculated mark was higher than the mark awarded by the examiner, you were given the calculated mark. If your statistically calculated mark was lower, you were awarded the mark given by the examiner. For example, if you were awarded 9 marks for question 4 by the examiner, and your statistically calculated mark was 8, you were given a final mark of 9 for question 4.

We also calculated a mark for question 10, based on your performance on the rest of the paper. If your statistically calculated mark was at least four marks higher than the mark awarded by the examiner, you were given the calculated mark. If your statistically calculated mark was lower, you were awarded the mark given by the examiner. For example, if you were awarded 3 marks by the examiner for question 10 and your statistically calculated mark was 9, you were given a final mark of 9 for question 10.

If, having discussed this with staff at your centre, you have any questions, or require further information on the actions we have taken, please email [gce@wjec.co.uk](mailto:gce@wjec.co.uk).

If you are not happy with the final mark you have been awarded for Component 2, please contact your exams officer or teacher. We will provide a free review of marking and free access to your marked Component 2 examination paper to your centre, on their request. We will prioritise this work and will contact your centre as soon as possible with an outcome. We wish to remind you that as a result of a review of marking, marks can go up, go down, or remain the same, and you must give permission to your centre prior to the submission of an application for this review.

We apologise again and hope that you are assured by the steps we have taken to ensure that you have been provided with a fair result, based on your performance in our A level French examinations.

We have provided some additional information, in the form of FAQs on the reverse side of this document.

## FAQs

### WJEC Eduqas A level French Component 2

#### **How did you set my mark for Question 4?**

We have applied the principle that using performance in items which relate to the skills assessed in question 4 is the fairest and most appropriate way to estimate expected achievement in question 4.

As the other items in the listening section of the assessment (questions 1, 2 and 3) functioned as expected and were not affected directly by the error, we used these marks to predict a mark for question 4. The total maximum mark for questions 1, 2 and 3 combined is 15. The total maximum mark for question 4 is also 15. As it would be clearly unfair to use the estimated mark for question 4 where a student's actual mark is higher than the estimate, we have not adjusted their mark.

#### **Why have you not disregarded Question 4 entirely?**

For the cohort as a whole, despite the error in the instructions, performance on question 4 was generally as expected. Most students were able to answer question 4 and many performed as expected on questions (a) to (g). It is therefore fair to reward students with the marks they earned, as not to do so would place them at a disadvantage.

We know, however, that some students, through no fault of their own, were unable to access all parts of question 4. We were committed to ensuring that those students were also not disadvantaged. We have therefore worked systematically to identify the affected students and have adjusted marks appropriately.

#### **Why did you adjust marks in Question 10 and no other items in the paper?**

We received feedback from centres and students indicating that some did not have sufficient time to complete question 10, having spent more time than anticipated identifying the source material to answer question 4.

Overall, question 10 functioned as expected. We would generally expect students to perform slightly better or worse in this question relative to other questions in the exam, as would be the case for any other question. We made an adjustment to account for any student whose performance was demonstrably and significantly different from the rest of the assessment, because they did not have time to complete the question.

#### **How did you determine the appropriate adjustment to make for Question 10?**

We used a statistical model to predict each student's performance on question 10, based on their performance in the rest of the paper. We then compared the statistically calculated mark for each candidate against the mark they achieved, and identified all cases where students performed worse than the statistically calculated mark for question 10. Our analysis showed there was a statistically significant difference where the calculated mark was at least four marks higher. We therefore awarded the students the statistically calculated mark, if it was four marks or more higher than the mark awarded by the examiner.