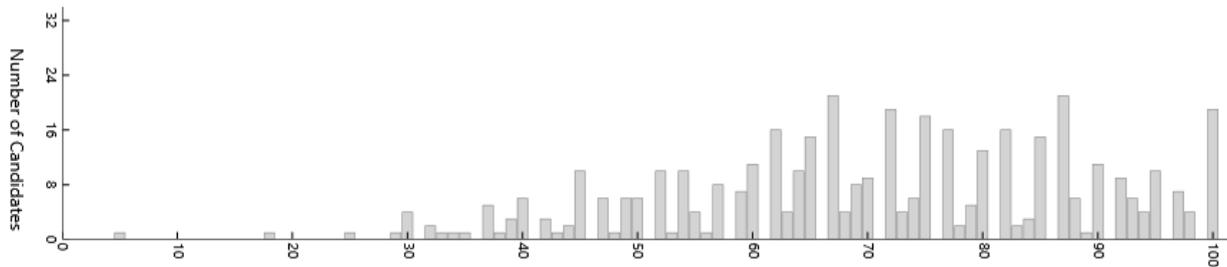




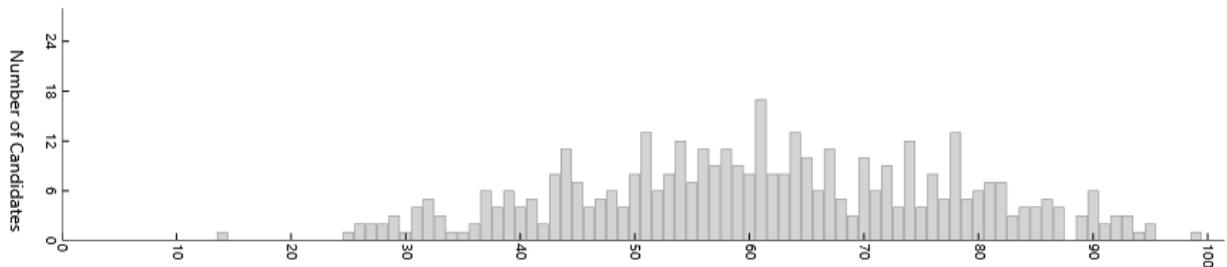
Summary report of the 2016 ATAR course examination: French: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2016	419	1

Examination score distribution–Practical



Examination score distribution–Written



Summary

Candidates completed a practical and a written examination.

Practical examination

The practical examination consisted of three sections: Part A: Preparation of stimulus, Part B: Discussion of stimulus, and Part C: Conversation. The spread of marks ranged from 5.00% to 100% and the standard deviation was 17.94%.

Attempted by 419 candidates

Mean 70.52%(/100) Max 100.00% Min 5.00%

Section means were:

Part B: Discussion of stimulus

Mean 25.49(/35)

Max 35.00

Min 1.75

Part C: Conversation

Mean 45.03(/65)

Max 65.00

Min 3.25

Written examination

The written examination consisted of three sections, with candidates being required to attempt all questions in Sections One and Two. In Section Three, they were required to answer one question from a choice of two in Part A, and one question from a choice of three in Part B. The spread of marks ranged from 14.38% to 98.81% and the standard deviation was 16.28%.

Attempted by 420 candidates Mean 61.06%(/100) Max 98.81% Min 14.38%

Section means were:

Section One Response: Listening	Mean 15.48(/30)	Max 29.29	Min 3.57
Section Two Response: Viewing and reading	Mean 19.54(/30)	Max 30.00	Min 2.38
Section Three: Written communication Part A: Stimulus response	Mean 12.80(/20)	Max 20.00	Min 0.50
Section Three: Written communication Part B: Extended response	Mean 13.36(/20)	Max 20.00	Min 2.00

General comments

Practical examination

Some candidates used much more complex language and extension in their answers than others. Many candidates spoke so quietly as to be barely audible. Candidates were making the usual errors such as *beaucoup des*, mispronouncing *l'alcool* and *les jeunes/les gens*. Some need to be careful with the pronunciation of *j'ai* as the auxiliary verb; *j'ai regardé* sometimes sounded more like *je regardé*. It is important for candidates to understand that Part B is a discussion and Part C is a conversation. Candidates who recited memorised text and relied on rehearsed speech did not score as highly as those who could hold a free flowing conversation.

Advice for candidates

- When preparing, be mindful of the type of questions that your presentation might prompt and be ready for this. Interviewers are likely to pick up on the content of the presentation and ask you for further information, explanation or opinion.
- Endeavour to use the full range of tenses. Listen carefully to the tenses used in questions and respond accordingly. If a *si clause* question is asked, an imperfect/conditional, or a present/future response (or even a pluperfect/conditional perfect!) is expected.
- There was a lot of repetition of phrases such as *je pense que*. Try to use a range of opinion expressions. If you are genuinely unable to answer a question, have more expressions at your disposal than *je ne sais pas*.
- Practise developing and extending your answers as much as possible. Refer to the marking key to see what is required to achieve a high mark.
- Listen carefully to each question and, if necessary, take a little extra time before rushing in with a pre-prepared response, so that you address the question properly.
- Pay attention to grammar! Grammar issues such as *Je vais écoute* and *Je vais prends* were noted, along with *à France* instead of *en France*. Accuracy is important and it is essential that candidates know their tenses and demonstrate a solid grasp of prepositions.
- Avoid speaking too quickly and be sure to articulate clearly so that both markers can hear what you are saying.

Advice for teachers

- Practise school-based orals using the marker script so that students know what to expect. If they are familiar with the way in which the interview will be conducted, they should feel more comfortable and be able to focus fully on their performance.
- Ensure that students know they will be asked open-ended questions and are prepared for this by expanding their answers as much as possible.
- Explain to students that if they are purely reciting from memory, it is likely that they will be interrupted.
- Students should be trained to identify the different tenses used in questions. For example, when asked a question that uses a 's' clause, they should mirror that 's' clause in their answer.

- In the topics relating to French-speaking communities, ensure that students do not refer to other (non French-speaking) countries. For example, in 'Migrant experiences', a personal experience of migrating to Australia is not a part of the syllabus.
- For the topic 'Youth Issues', it is important to note that the syllabus has changed.
- There was a wide range of interpretation for the topic, 'In the Media'. A useful question for students to prepare would be: '*Comment vous tenez-vous au courant de ce qui se passe dans le monde?*'

Written examination

In general, candidates were prepared well for the examination and demonstrated sound understanding of the course content. Most candidates attempted all questions in Section One this year. There was a wide range of marks. In the listening comprehension, it is the attention to detail that makes the difference in the allocation of marks.

In Sections One and Two there were some clumsy expressions and literal translations into English and some candidates wrote far more than the response required. However, most candidates were good at picking out the information required, with the best candidates writing clear, concise answers that did not include any unnecessary information. It should be noted that full sentences are not required in the listening and reading sections. The amount of space provided for each answer, as well as the number of marks allocated are indications of how much candidates need to write.

There was some inaccurate translation of 'false friends' and many candidates seemed to have difficulty making effective use of their dictionary to help make meaning from context. In Section Three, many candidates were using too much of the stimulus in their written response, rather than paraphrasing and adapting the language provided.

It was evident in Sections Two and Three that some candidates have difficulty comprehending and writing the various verb tenses. In Section Three, there was a wide range of grammatical ability on display, particularly with verb conjugation, but overall, it was encouraging to note the number of candidates who showed the ability to manipulate tenses and use the subjunctive. Some candidates, unfortunately, were not able to conjugate verbs accurately, distinguish between tenses, and some even used the infinitive after a subject pronoun.

In Section Three, candidates should fully address all the content in their answers, and use the correct text type; it is possible for a weaker candidate to score a reasonable mark on the basis of content and text type.

Advice for candidates

- Use a highlighter to identify key words and phrases in the questions.
- Use the reading time carefully to try and anticipate what to expect in the Listening section.
- Make full use of the partition for notes supplied in the Listening section.
- Completing the Listening section is a skill that needs to be practised – picking out key words, writing in note form, writing succinct answers in English and so on. Practise listening as much as you can throughout the year.
- Aim to express your answers in the best English possible in Sections One and Two to make it clear that you have understood.
- Pay careful attention to verb conjugation in the written section and aim to use the full range of tenses. Note the different tenses used in the questions and mirror these in your responses.

