

Written examination

Attempted by 366 candidates Mean 58.12% Max 93.91% Min 8.70%

Section means were:

Section One Response: Listening	Mean 49.45%		
Attempted by 366 candidates	Mean 14.84(/30)	Max 30.00	Min 3.08
Section Two Response: Viewing and reading	Mean 56.45%		
Attempted by 366 candidates	Mean 16.94(/30)	Max 26.72	Min 5.16
Section Three Written communication Part A: Stimulus response	Mean 66.48%		
Attempted by 363 candidates	Mean 13.30(/20)	Max 20.00	Min 0.00
Section Three Written communication Part B: Extended response	Mean 65.26%		
Attempted by 363 candidates	Mean 13.05(/20)	Max 20.00	Min 0.00

General comments

Practical examination

Most candidates were well prepared and aware of the process. However, some were surprised when asked to hand over their notes after the stimulus discussion. While many candidates demonstrated sound knowledge of the course content, a few appeared unaware of the correct context for each topic, particularly with Migrant experiences. This is despite this issue being addressed in previous examination reports. A few candidates had prepared for irrelevant stimulus items. Some candidates attempted to mix or avoid certain topics. Examples included presenting a mobile phone as a very weak link to a topic and then reciting the benefits of having a mobile phone instead of addressing the topic.

Advice for candidates

- Be mindful that the examination should be a discussion of your stimulus item followed by a conversation rather than the regurgitation of memorised text.
- Expect any question on any of the six topics. Your ability to handle unfamiliar questions will set you apart from other candidates.
- Avoid rushing the introduction to your stimulus item and maintain a consistent, moderate speed from the beginning. This introduction should flow naturally into the questions.
- Refer specifically to your stimulus item and expect both open-ended and explicit questions about it, including a detailed description and explanation for your choice, as well as a more general discussion of the topic.
- Give comprehensive answers that directly address the questions.
- Use a wide range of contextually relevant vocabulary and expressions.
- Try to keep expanding until the next question is asked.
- Use good sentence starters, appropriate to the question asked. Avoid saying *oui* before every answer.
- Know your verbs so that you can respond using the correct tense, and be strategic in using a range of tenses.
- Listen carefully to each question and take your time before rushing in with pre-prepared responses.
- Be prepared for questions that require a *si* clause and use the correct sequence of tenses.
- Work on irregular futures/conditionals.
- Work on verb agreement.
- Work on adjectival agreement; for example, *les vacances* is feminine plural, so it is important to hear the feminine ending of *prochaines*.

- Avoid common errors such as *beaucoup des, de le*.
- Be careful with prepositions: *en France, à Paris*, etc.
- Work on pronunciation, intonation, and silent consonants/endings.
- Avoid anglicised pronunciation of words ending in 'ion', such as *la situation*, and be careful with words like *l'alcool, les gens/les jeunes, la guerre/la gare, la femme*, and *étrange* instead of *étranger*.
- Articulate clearly and speak audibly so that both markers can hear you.

Advice for teachers

- Read all the advice to candidates and use it to inform teaching strategies.
- Remind students to bring the correct documentation and identification with them.
- Remind students that they can write notes in their Preparation booklets provided during the preparation time and that it is only these notes that they are permitted to take into the examination.
- Remind students to wear appropriate attire. Nothing the student wears or carries should identify them with their school.
- Teach *Les médias* and *La technologie et moi* within the correct contexts, that is, The changing world and The individual respectively.
- Assist students in understanding the correct contexts for all topics. Youth issues needs to be addressed in the context of The changing world, not The individual, and only deals with stress, drugs and alcohol.
- Ensure that when the context is French-speaking communities, candidates do not refer to countries that are not French-speaking. For example, in Migrant experiences, a personal experience of migrating to Australia is not in the syllabus.
- Ensure that students can discuss a variety of actors, films, musicians, songs and genres within the Film and music topic and have knowledge of a francophone festival.
- When exploring Film and music, ensure that students can discuss insights gained into lifestyle and culture in French-speaking communities.
- Be clear that while advertising may arise in the context of media or technology, it is not part of the syllabus as a separate topic.
- Provide students with opportunities to study both the practical and written marking keys so that they have explicit understanding of how marks are allocated.
- Assist students in selecting a stimulus item that relates directly to the topic chosen and provides ample scope for both specific and more general discussion.
- Ensure that students can answer open-ended questions and expand sufficiently.

Written examination

All topics and contexts were covered, with an appropriate range of text types and a good balance of content across Unit 3 and Unit 4 to allow sufficient discrimination of candidates' ability. While Text 7 seemed to have been rushed for some, most candidates completed all sections of the examination. The audio text was appropriately paced and accessible for most candidates.

Advice for candidates

- In the Response sections, write your answers in clear, concise English that avoids clumsy, literal translation, while remaining faithful to the French text.
- Make full use of the Space for notes in the Listening section.
- Note that there is not necessarily one question per paragraph in the Response texts.
- Pay attention to the mark allocation for each question in the Response sections.
- In Written communication: Part A, read both the prompt material and the question carefully, provide all the required content and relate it strongly to the stimulus.
- Make full use of the information and French language in the stimulus material.

- In written answers, be sure to address the question directly rather than relying on rote learned scripts.
- Be mindful that answers should be natural, authentic and original.
- Where appropriate, vocabulary and expressions from Sections One and Two may be used in written answers if it shows the ability to paraphrase and manipulate language.
- Use idioms and colloquial language correctly, in the right context and register.
- Use the *tu/vous* forms appropriately.
- Know the conventions of all the text types and apply them.

Advice for teachers

- Read all the advice to candidates and use it to inform teaching strategies.
- Provide sufficient practise in extracting information from texts and pinpointing answers.
- Model concise answers in coherent English. Longwinded answers are never required.
- Spend time on *faux-amis*.
- Provide opportunities to build and consolidate general vocabulary beyond each topic so that common words such as numbers, months and days are not overlooked.
- Ensure that students pay attention to grammar. Focus on verbs. Drill conjugation across all tenses.
- Ensure that students learn comparative and negative structures, such as *pas plus ... que* and *ne ... que*.
- Guide students in developing proficient dictionary use so that they can search for specific words and select the translation to match the context.
- Increase students' cultural awareness of French-speaking countries other than France.
- Ensure that students are fully familiar with the different text types.
- Explain the importance of reading the stimulus material carefully, addressing it fully and incorporating the French into answers where appropriate.
- Underline the need to read both the English and French versions of questions carefully.
- Explore ways to incorporate the French in extended writing questions into answers, particularly in opening and closing paragraphs.
- Provide opportunities for students to access past papers.

Comments on specific sections and questions

Practical examination

Part B: Discussion of stimulus (20 Marks)

All candidates attempted this section of the examination. Most were well prepared and demonstrated sound knowledge of the course content. The majority of candidates added a concluding comment at the end of their discussion when prompted. Nearly all candidates presented a stimulus item related to the Unit 3 or Unit 4 topics and contexts.

Part C: Conversation (20 Marks)

The best candidates demonstrated excellent knowledge of each topic and context, and the ability to sustain a flowing conversation by responding directly and expansively to a variety of questions. Some were clearly uncomfortable articulating beyond rehearsed speech, which only vaguely fitted the question, and lacked the language to expand their answers effectively.

Written examination

Section One Response: Listening (39 Marks)

Candidates found this section challenging, despite the audio being appropriately paced and accessible. They had problems with deceptive cognates, numbers and commonly occurring non-topic related vocabulary. Many candidates found it difficult to provide accurate,

sufficiently detailed responses in clear, concise English. Not many used the Space for notes section effectively.

Section Two Response: Viewing and reading (64 Marks)

Most candidates included the required content in their answers. A few wrote incorrectly that 'he did not have the time to write to her'.

Section Three Written communication Part A: Stimulus response (20 Marks)

In this section, candidates were required to answer one question from a choice of two. The overwhelmingly popular choice was Question 29, which also produced a slightly better performance, indicating candidates' preference for the topic of Technology and me over Migrant experiences. This indicated that candidates might also have been more comfortable with the text type (a response to a blog over a discussion). Candidates rarely made full and effective use of the stimulus prompt in this section.

Section Three Written communication Part B: Extended response (20 Marks)

In this section, candidates were required to answer one question from a choice of three. Question 32, on the topic Youth issues, was the most popular choice, and Question 33, on the topic In the media, was the least popular. Each of the three questions required a similar amount of content. Candidates did not always give equal weight to the two dot points provided to guide their responses. Text type conventions were not always applied fully. Rote learned answers, written without much attempt to address the question, was an issue, and many responses lacked relevant detail and personal or original ideas.