

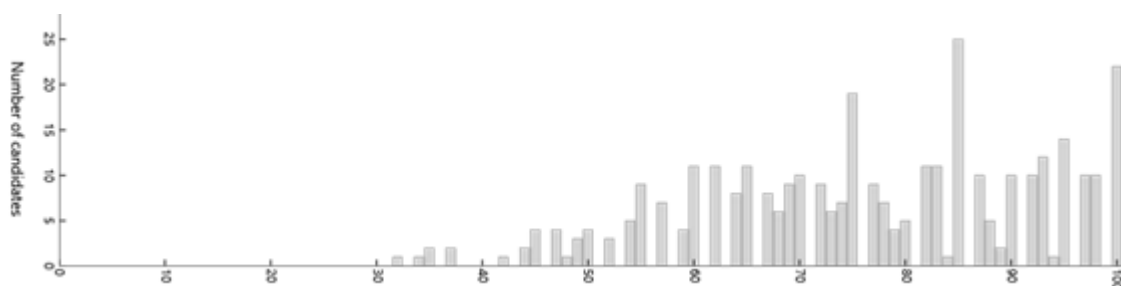


## Summary report of the 2024 ATAR course examination report: French: Second Language

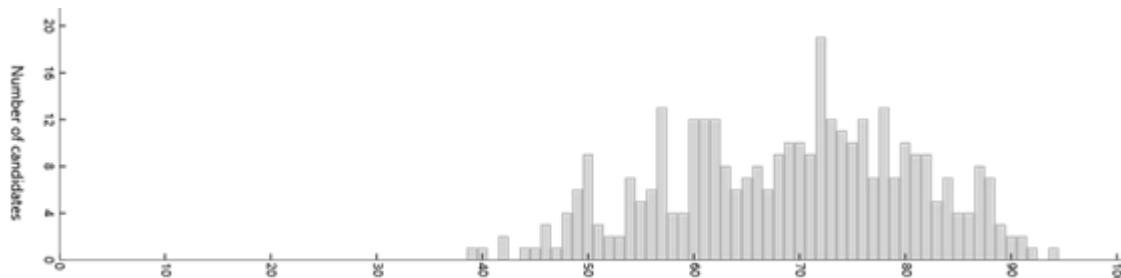
Year	Number who sat all examination components	Number of absentees from all examination components
2024	345	2
2023	324	0
2022	340	2
2021	362	2

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

### ***Examination score distribution–Practical***



### ***Examination score distribution–Written***



### ***Summary***

The examination consisted of a practical and a written component. Candidates performed better in the practical component.

#### **Practical examination**

Attempted by 347 candidates

Mean 76.28%      Max 100.00%      Min 31.75%

Section means were:

Part B: Discussion of stimulus

Mean 77.80%

Attempted by 347 candidates

Mean 27.23(/35)      Max 35.00      Min 12.25

Part C: Conversation

Mean 75.46

Attempted by 347 candidates

Mean 49.05(/65)      Max 65.00      Min 19.50

## Written examination

Attempted by 347 candidates                      Mean 69.04%              Max 93.54%      Min 38.74%

Section means were:

Section One: Response: Listening              Mean 69.99%

Attempted by 347 candidates              Mean 21.00(/30)      Max 30.00              Min 8.05

Section Two: Response: Viewing and reading      Mean 73.75%

Attempted by 347 candidates              Mean 22.13(/30)      Max 28.50              Min 13.00

Section Three: Written communication

Part A: Stimulus response              Mean 63.63%

Attempted by 347 candidates              Mean 12.73(/20)      Max 19.00              Min 5.00

Section Three: Written communication

Part B: Extended response              Mean 65.98%

Attempted by 347 candidates              Mean 13.20(/20)      Max 19.00              Min 0.00

## General comments

### Practical examination

Candidates demonstrated thorough preparation and a solid understanding of the examination procedures, successfully navigating the transition from Part B to Part C. Some showed a lack of familiarity with specific course content. Additionally, some referred to topics outside the syllabus. A number of candidates brought stimulus items that did not adhere to the examination design brief.

#### Advice for candidates

- Remember that the practical examination is a formal interview. Address the examiners with formal language, using *vous* instead of *tu*, and avoid casual expressions like *ouais* instead of *oui*.
- Select a stimulus item that encourages meaningful discussion. Review the requirements of the stimulus item and ensure it complies with the guidelines outlined in the examination design brief.
- Articulate clearly and speak audibly so that both markers can hear you.
- Refer specifically to your stimulus item and be prepared to talk spontaneously about it.
- Expect to answer both open-ended and specific questions about your stimulus item, including a detailed description of, and an explanation for, your choice, as well as a more general discussion as it relates to a topic.
- Be prepared to hold a free-flowing conversation rather than the repetition of memorised text.
- Listen carefully to questions in order to give comprehensive answers that directly address what is asked, including the use of the appropriate range of tenses, subject pronouns – *je, ils, elle* – and *si* clause.
- Ensure a strong grasp of tenses and verb conjugations to respond accurately and strategically during the conversation.
- Practise clear pronunciation, avoiding common errors such as incorrectly pronouncing silent letters like ‘t’ and ‘s’ unless a liaison is required.
- Adhere to the learning contexts specified in the syllabus.

#### Advice for teachers

- Read all the advice for candidates and use it to inform teaching strategies.
- Raise awareness about how students should address formally any adults they do not know.
- Provide students with opportunities to study marking keys so that they have an understanding of how marks are awarded.
- Prepare students to answer questions on all six topics in the syllabus.
- Prepare students to identify the verb tense or mood in a question and to use the same verb tense in their answer.
- Encourage students to practise their pronunciation, especially the words ending with silent letters such as ‘t’ and ‘s’ when liaisons are unnecessary.

- Ensure students' answers are correctly aligned to topics and learning contexts.
- Familiarise students with the stimulus item's requirements. Ensure students know that written content in French is not allowed on their stimulus item unless it is blurred. Encourage them to use one image, drawing, picture or diagram.
- Assign practice sessions where students prepare and present their permissible stimulus item relating to only one of the topics in the course.
- Encourage students to use idiomatic expressions, the subjunctive, complex sentence structures and a range of vocabulary.
- Simulate examination conditions in practice sessions. Organise sessions where students respond to questions spontaneously and include teachers with whom students are less familiar to build confidence.
- Provide targeted practice to boost the exam performance of students.
- Teach students to use complex grammatical structures to improve their grammar, such as the subjunctive mood and the conditional and 'Si' clauses, for example *Si j'avais su, j'aurais choisi une autre activité.*
- Teach idiomatic expressions relevant to the course's topics, for example *c'est la cerise sur le gâteau.*

## Written examination

Most candidates demonstrated effective time management by completing all three sections of the examination. Very few candidates did not provide answers to questions in Sections One and Two, where most candidates performed well. Performance in Section Three was not as good; however, many candidates demonstrated strong language skills, incorporating a variety of tenses, sentence structures, connectors and relevant vocabulary. A wide range of idiomatic and set expressions were also used effectively. Some candidates overlooked the requirements of specific text types, such as summaries and accounts, indicating a possible lack of familiarity with these formats. Others followed the text type conventions but did not address the question directly. In some cases, candidates presented information on the topic without tailoring it to the specific question, resulting in answers that were irrelevant or only marginally related.

### Advice for candidates

- Read questions carefully to provide the relevant information required in the answers.
- In Sections One and Two, write your answers in clear, concise English that avoids clumsy, literal translations, while remaining faithful to all the details and information provided in the French text.
- Check your spelling and grammar in English to ensure that your answers make sense.
- Use a dictionary proficiently to interpret words in the appropriate context.
- Make full use of the Space for notes in the Listening section.
- Balance your time management in the written paper across all sections of the examination, particularly in the allocation of your time between your Stimulus response and your Extended response in Section Three.
- In Written communication: Part A, read both the prompt material and the question carefully, in order to 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 Section Three, elaborate on your answers using effective and relevant details.
- Ensure that you proofread your writing in French.
- Sequence the information using sequencing words; for example, *premièrement, tout d'abord, ensuite, par ailleurs, en outre, cependant, par exemple en conclusion*, and use clear paragraphs.
- Be mindful that nothing you write should identify you or a school, such as a name or email address.
- Pay attention to the text type required and use all of its key conventions.
- Use a variety of relevant vocabulary and sentence structures.
- Use a variety of expressions and idioms, for example *se vider la tête, brûler la chandelle par les deux bouts, un chemin semé d'embûches.*
- Make sure you know the difference between adjectives and adverbs (*mal* vs *mauvais*).

- Learn numbers, seasons, dates, comparatives and superlatives, possessive adjectives, past participles, adjectives agreements, adverbs and tenses.
- Ensure that you understand when and how to use tenses, making sure you have the correct endings and making sure you are consistent when using several verbs in one sentence.
- Ensure adjectives and past participles align with what they describe.
- When using prepositions, make sure to use the correct ones and not *à le*, *à les*, *de le* or *de les*, but instead *au*, *aux*, *du* and *des* respectively.

#### *Advice for teachers*

- Provide sufficient practice in extracting information from texts and pinpointing answers.
- Provide opportunities to build and consolidate general vocabulary beyond each topic.
- Provide opportunities to learn idiomatic expressions.
- Guide students in developing proficient dictionary use so that they can search for specific words and select the appropriate translation to match the context.
- Ensure that students pay attention to grammar. Focus on verbs and conjugation across all tenses.
- Practise prepositions, agreement and parts of speech.
- Guide students in developing time management skills, particularly for Section Three.
- Explain the different expectations between Stimulus and Extended responses in Section Three.
- Ensure that students are familiar with the different text types.
- Explain the importance of reading the stimulus material carefully and addressing it fully.
- Encourage students to access past examinations for revision and to aid in improving their time management skills.
- Remind students to review their answers in English to ensure clarity and coherence.

### ***Comments on specific sections and questions***

#### **Practical examination**

##### **Part B: Discussion of stimulus (20 marks)**

Most candidates provided detailed responses regarding their stimulus item. Some brought irrelevant or non-permissible items; for example, a collage of multiple images, images with a paragraph in French, or a box containing multiple items symbolising various future plans.

##### **Part C: Conversation (20 marks)**

Generally, candidates were engaged. However, some talked about topics outside the syllabus.

#### **Written examination**

##### **Section One Response: Listening (41 Marks)**

Generally, candidates performed well in this section. Many provided succinct answers; however, some provided answers where their English did not make sense.

##### **Section Two Response: Viewing and reading (60 Marks)**

Candidates performed well in this section. Their use of French language skills provided discrimination on a variety of levels. They found Questions 16, 19 and 20 the most challenging.

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

Candidates were required to answer one question from a choice of two. Question 29, related to the topic 'In the media', was a more popular choice than Question 30, related to the topic 'Migrant experiences'. While most candidates referred to information in the stimulus material, some provided answers about the topic without making any reference to this material or directing their comments to the specific question requirements.

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

Candidates were required to answer one question from a choice of three. The most preferred was Question 31. Many candidates used a variety of tenses, sentence structures, connectors, relevant vocabulary and expressions. Some provided pertinent answers but did not use the conventions of the text type. Others respected the text type but did not provide answers directly related to the question. In some cases this made their answers irrelevant, or having little relevance.