

Attempted by 374 candidates	Mean 17.96(/30)	Max 26.95	Min 6.10
Section Three Written communication Part A: Stimulus response	Mean 66.39%		
Attempted by 372 candidates	Mean 13.28(/20)	Max 20.00	Min 5.00
Section Three Written communication Part B: Extended response	Mean 67.39%		
Attempted by 372 candidates	Mean 13.48(/20)	Max 20.00	Min 3.50

General comments

Practical examination

The majority of candidates were well-prepared and many used the full range of tenses in their answers, along with some in-depth responses. Different tenses in questioning allowed candidates to display their full range, and these were generally handled well. All candidates understood the process of the examination and brought a stimulus item with them. Most candidates could speak about every topic and respond to all questions. A few candidates needed to speak more clearly and a little more slowly, but many were very confident and spoke at great length.

Advice for candidates

- Remember to bring the correct documentation to the examination. Without proof of your identity you will not be able to sit the examination.
- Leave any unauthorised material at the registration desk. It is not permitted to take these into the preparation room.
- Spend time interpreting the marking key so that there is explicit understanding of the expectations.
- Refer to your stimulus in detail during the interview and be prepared to discuss the topic it relates to.
- When asked, state the topic and unit the stimulus refers to. There is no need to state the broader learning context.
- Avoid rote-learnt expressions as much as possible.
- Learn the irregular futures/conditionals.
- Avoid errors such as *'beaucoup des'*, *'de le'*, mispronouncing *'l'alcool'*, *'les jeunes'/les gens'*, *'la guerre'/la gare'* and *'la femme'*. Be careful of *'en France'* but *'à Paris'*.
- Work on adjectival agreements. For example, *'les vacances'* are feminine plural, so it is important to hear the feminine ending of *'prochaines'*.
- Practise pronunciation and avoid anglicising words and intonation.
- Review the correct word order when using negatives, including with infinitives.
- Respond to a question about the future in the correct tense.
- If a *'si'* clause question is asked using an imperfect/conditional structure, respond with the correct tense sequence.
- Use a range of opinion expressions.
- Answer questions in depth rather than giving short answers, and avoid just saying *'oui'* or *'non'*.
- Listen carefully to the question and take a little extra time before responding.
- Improve the use of verbs followed by an infinitive.
- Speak clearly and loudly.

Advice for teachers

- Practise school-based orals using the marker script and marking keys, so that students know what to expect. Some students still do not understand the question that is clearly stated on the marking script: '*Avez-vous quelque chose d'autre à dire (rajouter)?*'
- Ensure that students know they will be asked open-ended questions. To prepare for this, ask them the same kind of questions in many different ways.
- Ensure that in the topics relating to French speaking communities, students do not refer to other countries. In Migrant Experiences, a personal experience of migrating to Australia is not a part of the syllabus.
- Remind students not to wear anything that can identify them with their school.
- Ensure that students' stimuli relate clearly to the topics.
- Ensure that students state their topic and the Unit clearly.

Written examination

The examination was well-balanced, covering all six Unit 3 and 4 topics and the three learning contexts in equal measure. Texts and questions allowed for sufficient discrimination between candidates. Candidates appeared less comfortable with the topics of film and music, and media, than with technology and future plans.

Incorrect dictionary use is still prevalent and English expression is often an issue. '*Faux-amis*' caused problems. Candidates regularly give a word-for-word, literal translation of French with no indication of real understanding, rather than providing the best English rendition for French expressions. This was the case even for the stronger candidates. There was also a lack of precision and detail in answers. Candidates are increasingly using current English slang and ignoring the need for more formal language.

Advice for candidates

- Aim to answer listening and reading questions in clear, concise English.
- Avoid translating text literally and writing long answers.
- Read over your answers to check that they make sense.
- If a question has parts, check your answers carefully to ensure you have extracted the correct information for each part.
- Always look carefully at the mark allocation and the amount of space provided for each question in listening and reading, and answer accordingly.
- If a question requires you to tick the correct statements and the mark allocation is three, you should tick three statements.
- Avoid attempting to make rote-learned answers fit written response questions.
- Use the information provided in the written stimulus and refer to all elements within your answer.
- Any language provided in the stimulus should be manipulated and re-worded in your answer, rather than used verbatim.
- Try to show some originality and imagination in your written answers.
- Study the marking keys from previous years.

Advice for teachers

- Encourage students to use clear, concise English in listening and reading responses and avoid long answers and clumsy literal translations.
- Spend time on '*faux amis*'.
- Demonstrate how to structure and clearly sequence written answers.
- Spend sufficient time on the conventions for all the prescribed text types.
- Focus on building vocabulary beyond each individual topic so that common words are easily understood.
- Encourage students to show some originality and imagination in written responses.

- Emphasise the importance of verb conjugation and using a range of tenses.
- Provide guidance on how to make effective use of the information and language provided in the stimulus response questions and relate answers 'strongly to the stimulus'.
- Spend time analysing and explaining previous marking keys so that students know what is required to achieve marks in each criterion.

Comments on specific sections and questions

Practical examination

Part B: Discussion of stimulus (20 Marks)

All candidates attempted this section and were well-prepared for the stimulus. Nearly all candidates presented a stimulus related in some way to one or more of the Unit 3 or 4 contexts. A few candidates presented stimuli not totally related to the topics, for example, immigration as a global issue, rather than related to the French speaking world.

Part C: Conversation (20 Marks)

All candidates attempted this section; however, some were confused about the correct contexts for their topics. For example, Youth issues needed to be dealt with in the general form rather than personal. Also, Youth issues only deals with the following topics: stress, drugs and alcohol. Body image and technology were not useful, unless the candidate could demonstrate relevance to the topics above. Candidate ability ranged from those having excellent knowledge of each topic area to those who could not articulate past their rehearsed speech. Candidates who recited memorised text did not score highly. Those who held a free-flowing conversation, possibly incorporating memorised text naturally into their answers, performed well. Occasionally a candidate demonstrated fragmented speech.

Written examination

Section One: Response: Listening (34 Marks)

Candidates performed better in the Listening section than the Viewing and reading and the Written communication sections. This is the first time Section One has achieved higher scores than Sections Two and Three.

Section Two: Response: Viewing and reading (59 Marks)

Candidates found Section Two quite challenging and a few appeared to run out of time, either choosing to complete Section Three first or spending too long on Texts 4 and 5. Texts 6 and 7 proved the most challenging. Responses to the 'Mooks' reading passage indicated that many did not fully understand the text.

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

In this section, many candidates did not refer adequately to the question and often omitted parts of the question. Many candidates tried to make rote-learned answers fit a question and did not refer closely enough to the question and or text type. Strong candidates manipulated the language to provide a genuine answer.

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

In this section, many candidates did not refer adequately to the question and often failed to address some parts of the question.