



## Written examination

Attempted by 341 candidates                      Mean 56.90%              Max 98.27%              Min 18.46%

Section means were:

Section One Response: Listening	Mean 42.12%		
Attempted by 341 candidates	Mean 12.63(/30)	Max 29.23	Min 1.54
Section Two Response: Viewing and reading	Mean 62.48%		
Attempted by 341 candidates	Mean 18.74(/30)	Max 29.54	Min 5.08
Section Three Written communication			
Part A: Stimulus response	Mean 64.05%		
Attempted by 340 candidates	Mean 12.81(/20)	Max 20.00	Min 0.00
Section Three Written communication			
Part B: Extended response	Mean 63.54%		
Attempted by 340 candidates	Mean 12.71(/20)	Max 20.00	Min 0.00

## General comments

### Practical examination

Most candidates were well prepared and aware of the process. Only a few candidates gave their name after the question « *comment allez-vous ?* » or appeared uncomfortable with the question « *avez-vous quelque chose d'autre à dire ?* ». 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. They had prepared irrelevant stimulus items, such as non-francophone migrations or migrants heading to non-francophone countries. This is despite this issue being addressed in previous examination reports. Some candidates attempted to mix or avoid certain topics, such as Technology and me, and In the media. A few candidates appeared ready to answer questions about a French song, artist, music/film festival or movie. On a few occasions, candidates would talk about themselves rather than others in Youth issues or In the media, both of which have The changing world as a learning context. Most candidates appeared confident. However, some needed to speak more audibly and, sometimes, more slowly.

#### Advice for candidates

- Articulate clearly and speak audibly so that both markers can hear you.
- Remember that the practical examination is a formal interview.
- Wear appropriate attire.
- Nothing you wear, carry or say should identify you with any particular school.
- Be mindful that the examination should be a discussion of your stimulus item followed by a conversation. Be prepared to hold a free-flowing conversation rather than the regurgitation of memorised text.
- Spontaneously talk about the stimulus, without constantly reading from the preparation booklet.
- Avoid fidgeting with the stimulus item during the interview.
- 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.
- Expect any open-ended and explicit questions on any of the six topics.
- Give comprehensive answers that directly address the questions.
- Use a wide range of contextually relevant vocabulary and expressions.

- Use good sentence starters, appropriate to the question asked.
- Listen carefully to each question and take your time before rushing in with pre-prepared responses.
- Know your tenses and your verbs so that you can respond using the correct tense, and be strategic in using a range of tenses.
- 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, *l'année* is feminine singular, so it is important to hear the feminine ending of *prochaine*.
- Avoid common errors; for example, *beaucoup de* – not *beaucoup des*; *du* – not *de le*
- Practise pronunciation and intonation to avoid anglicising words, especially words ending in 'ion', such as *la situation*, and usual words, such as *les gens* and *les jeunes*.

#### *Advice for teachers*

- Read all the advice to candidates and use it to inform teaching strategies.
- Teach Migrant experiences, In the media and Technology and me within the correct contexts, that is, The French-speaking communities, The changing world and The individual respectively.
- Provide students with opportunities to study the marking key so that they have an explicit understanding of how marks are awarded.
- Ensure that students' stimuli relate to the topics and that they can discuss their stimulus item as well as the wider topic.
- Ensure students select engaging pictures or objects, except electronic devices, with a clear connection to the topic.
- Encourage students to preempt questions and prepare answers for their stimulus.
- Encourage students to keep the conclusion short after « *avez-vous quelque chose d'autre à dire ?* »
- Get students ready to answer 'spontaneous' open-ended questions, for Unit 3 and 4, not just the stock standard questions.
- Encourage students to develop their own answers rather than stock standard ones, similar for all students in the same school.
- Work on contextual information related to Francophone immigration to Francophone countries.
- Expand students' knowledge of French cinema and music. There is more than the film *Intouchables* and the song *Papaoutai*.
- Include more expressions and idioms in materials.

#### **Written examination**

All topics and contexts were covered with an appropriate range of text types and a good balance of content between Unit 3 and Unit 4. Most candidates answered all questions and demonstrated a sound overall understanding of all texts and questions. Generally, candidates handled questions related to Technology and me, My future plans and Music and cinema with more confidence than In the media, Migrant experiences or Youth issues. Some everyday words were challenging for some candidates, such as numbers or seasons, as well as the interpretation of topic vocabulary in the appropriate context, such as *une intrigue*, *interpréter*, in the context of cinema. Some candidates appeared to struggle with negative or restrictive sentences, such as *ne...pas*; *ne...plus*; *ne...que*; *personne*; *plus personne ne...*; *rien ne...*; with adverbs, such as *absolument*; *tellement*; and comparative and superlative adjectives – *plus...que*; *moins de*.

In the Written communication section, a few candidates appeared to run out of time. This section required candidates to write some authentic responses in French language. Pre-prepared scripts could not simply be used without running the risk of being off topic. While the range of 'sophisticated' tenses used by candidates may have been more limited, the content of the responses and the language used were more original. The audio text in Section One was appropriately paced and accessible for most candidates.

#### *Advice for candidates*

- Read all questions carefully to provide all relevant information.
- In the Response sections, write your answers in clear, concise English that avoids clumsy, literal translations, while remaining faithful to all the information provided in the French text.
- Use a dictionary proficiently to interpret words in the appropriate context.
- 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.
- Provide a tick in all true/false or tick the box questions.
- 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.
- Indicate with a tick which question is chosen in Section Three.
- 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.
- Pay attention to the text type; display all the required conventions and sequence the information using sequencing words, such as *premièrement, tout d'abord, ensuite, par ailleurs, en conclusion*, and write using clear paragraphs.
- 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.
- Manage your time well. Allocate five minutes at the end of the examination to proofread the work: check for grammatical mistakes, provide a response to all questions and tick all the boxes.
- Be mindful that nothing you write should identify you or connect you with any particular school.

#### *Advice for teachers*

- Read all the advice to candidates and use it to inform teaching strategies.
- Provide sufficient practise in Listening.
- Provide sufficient practise in extracting information from texts and pinpointing answers.
- Provide opportunities to build and consolidate general vocabulary beyond each topic so that common words such as numbers, months, seasons and days are not overlooked.
- Ensure that students pay attention to grammar. Focus on verbs. Drill conjugation across all tenses, including past participles.
- Spend time on *faux-amis*, adverbs, negative and restrictive sentences, comparative structures, prepositions, such as *à le* instead of *au, ce, c'est, ces* and possessive adjectives, such as *mon famille* and direct object pronouns such as *il regarde moi* instead of *il me regarde*.
- Guide students in developing proficient dictionary use so that they can search for specific words and select the translation to match the context.
- 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.
- Encourage students to access past examinations for revision.

### ***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. However, some comments were excessively long. 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 area 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. It was expected that candidates be able to hold a free-flowing conversation rather than regurgitate memorised text.

#### **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, negative and restrictive sentences, comparative structures, numbers and commonly occurring non-topic related vocabulary. Many candidates found it difficult to provide accurate, detailed responses in clear, concise English. Not many candidates used the Space for notes section effectively.

##### **Section Two Response: Viewing and reading (65 Marks)**

Most candidates attempted all the questions. While most candidates showed an overall understanding of the texts, their responses were sometimes insufficiently detailed to convey all the information from the French text.

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

Candidates were required to answer one question from a choice of two. The most popular choice was Question 29, which also produced a better response from most candidates. Most candidates made an effective use of the stimulus prompt in this section.

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

Candidates were required to answer one question from a choice of three. Question 31, on the topic Future plans, was the most popular choice, and Question 32, on the topic Migrant experiences, 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. Candidates addressed the question with authentic responses. Prepared scripts could not simply be used without running the risk of being off topic.