

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.

Question 1 attempted by 341 candidates Mean 1.56(/3) Max 3 Min 0
In part (a), a number of candidates appeared to not understand the word *accéder*. In part (b), many could not give the correct number for expected year '2015'. Some candidates did not convey the nuance of 'less than ten minutes' to translate *moins de dix minutes*, but rather gave 'video length' as a response.

Question 2 attempted by 334 candidates Mean 0.78(/2) Max 2 Min 0
The word 'debate' or 'discussion' was often missing in candidates' responses. Most candidates indicated either 'vote' or 'comment' when both 'vote and comment' was expected.

Question 3 attempted by 338 candidates Mean 0.84(/4) Max 4 Min 0
Some candidates wrote economy instead of economics. Many candidates appeared to not understand *pour les nuls*. Not all candidates could accurately provide the number 325 000 with the word 'subscribers' rather than 'followers' to translate *abonnés*.

Question 4 attempted by 339 candidates Mean 1.12(/2) Max 2 Min 0
Many candidates did not understand the nuance between the two last statements: 'They make fun of complex topics' or 'They make complex topics fun'.

Question 5 attempted by 341 candidates Mean 2.39(/3) Max 3 Min 0
In part (a), almost all candidates provided a tick for the correct statements. Similarly, in part (b), most candidates ticked the correct statement.

Question 6 attempted by 341 candidates Mean 2.06(/4) Max 4 Min 0
In part (a), not all candidates understood the season 'winter'. Some candidates wrote 'relationships with people' instead of clothes or food. In part (b), most candidates answered accurately. A few candidates answered the question with 'welcoming' or 'very well' instead of 'warmly' or 'with open arms'.

Question 7 attempted by 341 candidates Mean 1.60(/3) Max 3 Min 0
The words *cabinet* and *fêtes* were translated literally by some candidates, despite the context office/practice or festivals/celebrations. The answer 'going to the markets on Sunday' was frequently 'going for a walk on Sundays', some candidates misunderstanding *marché* in favour of *marcher*.

Question 8 attempted by 338 candidates Mean 0.09(/1) Max 1 Min 0
Few candidates provided the response in its entirety, with both 'wife and children/family or the villagers'.

Question 9 attempted by 341 candidates Mean 3.25(/5) Max 5 Min 0
Part (a) was a true/false question, where some candidates did not provide a tick for all statements. In part (b), most candidates provided the expected response 'financial security'. A few candidates wrote 'they want what is best for you' instead, which was not directly answering the question.

Question 10 attempted by 341 candidates Mean 0.86(/4) Max 4 Min 0
In part (a), very few candidates wrote either of the required responses. In part (b), 'financial security' was sometimes listed as one the reasons in candidates' responses.

Question 11 attempted by 341 candidates Mean 1.55(/5) Max 5 Min 0
In part (a), a large number of candidates appeared to not understand the double negative structure *plus personne ne...*. In part (b), most candidates understood the word 'pollution' in *plus de pollution*. However, few accurately translated the nuance *plus de*.

Question 12 attempted by 335 candidates Mean 0.31(/3) Max 3 Min 0
In part (a), candidates performed poorly, not understanding the use of the restrictive structure *ne...que*, to express 'only'. In part (b), the most common error was to translate *signe les dossiers d'inscription* by 'complete'. Many candidates appeared to not understand the sentence *rien ne t'oblige* and the vocabulary word *déposer*.

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.

Question 13 attempted by 340 candidates Mean 2.88(/5) Max 5 Min 0
In part (a), the use of 'rhythm' instead of 'own rate/pace/in his own time' was a recurrent response to translate *à son propre rythme*. In part (b), not all candidates understood *assumer les conséquences*.

Question 14 attempted by 341 candidates Mean 3.09(/5) Max 5 Min 0
In part (a), some candidates translated 'by default' as 'wrongly'. Some failed to correctly interpret *pour plaire ou suivre les autres*. In part (b), most candidates wrote 'encounters' or 'meeting with people' to translate *des rencontres*. A few candidates wrote 'meetings', which was not accepted. A few candidates gave a literal translation of the French expression '*nuît à la belle étoile*' with 'nights in the star' instead of 'out in the open', 'or under the stars'.

Question 15 attempted by 341 candidates Mean 0.70(/1) Max 1 Min 0
Not all candidates provided a tick for the correct statement.

Question 16 attempted by 341 candidates Mean 5.01(/6) Max 6 Min 2
This was a true/false question, where some candidates did not provide a tick for all statements.

Question 17 attempted by 339 candidates Mean 1.47(/2) Max 2 Min 0
In part (a), most candidates extracted the correct information from the text and accurately translated it. In part (b), not all candidates understood the word *accord* in this context.

Question 18 attempted by 341 candidates Mean 5.43(/7) Max 7 Min 0
Part (a) was a true/false question, where some candidates did not provide a tick for all statements. In part (b), some candidates translated the word *anglophone* as 'anglophone' or 'English spoken' as 'English'.

Question 19 attempted by 341 candidates Mean 2.73(/4) Max 4 Min 0
In part (a), most candidates ticked the correct statement. In part (b), some candidates translated the word *intrigue* as plot, in the context of cinema. Not all candidates understood the expression *garder le public en haleine* in the context and literally translated it as 'out of breath'.

Question 20 attempted by 341 candidates Mean 1.87(/3) Max 3 Min 0

In part (a), not all candidates indicated either 'lead/main role' or 'gentleman' in their response. Some candidates appeared to not understand the question and gave 'magnetic, intelligent, elegant' as a response. In part (b), most candidates adequately translated *polyvalence* in the context. However, some did not understand the topic vocabulary word *interpréter* in the context of cinema, which resulted in translations such as 'interpreter' or 'interpret'.

Question 21 attempted by 341 candidates Mean 3.56(/4) Max 4 Min 0

In part (a), not all candidates provided the nuance of 'growing/increasing' to describe the phenomenon. In part (b), most candidates extracted the information in its entirety from the text.

Question 22 attempted by 341 candidates Mean 4.07(/7) Max 7 Min 0

In part (a), most candidates provided three or four answers. Some candidates translated *issue* as 'issue' rather than 'outcome'. In part (b), not all candidates understood *dépassés par le stress* and translated it by 'overtaken' or 'superseded'. Few candidates interpreted *poussés à agir* by 'pressured to act' instead of 'pushed to act'.

Question 23 attempted by 341 candidates Mean 1.44(/2) Max 2 Min 0

Several candidates failed to tick the correct statements in this question.

Question 24 attempted by 334 candidates Mean 1.15(/3) Max 3 Min 0

Some candidates translated *ouvrent la voie* as 'open the voice' instead of 'open the way/paving the way' and *avenir durable* by 'durable future' instead of 'sustainable/lasting'.

Question 25 attempted by 337 candidates Mean 2.98(/5) Max 5 Min 0

Not all candidates translated the adverb *absolument* or understood the negative structure *ne.... pas*.

Question 26 attempted by 339 candidates Mean 2.32(/4) Max 4 Min 0

This was a true/false question, where some candidates did not provide a tick for all statements.

Question 27 attempted by 333 candidates Mean 1.13(/4) Max 4 Min 0

Many candidates appeared to not understand the French negative pronoun *personne*. Some candidates translated *itinéraire préconçu* as 'preconceived itinerary' and *des détails qui plaisent* as 'pleasant details' rather than 'pleasing' or 'that you like'.

Question 28 attempted by 324 candidates Mean 0.77(/3) Max 3 Min 0

Most candidates did not consider the additional information given by the adverb in *j'ai tellement aimé* and did not translate it.

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.

Question 29 attempted by 224 candidates Mean 13.23(/20) Max 20 Min 4

This question was the most popular. Overall a wide variety of responses was offered which allowed for differentiation between candidates. Some candidates wrote responses with

thoughtful, detailed information. However, the reasons why keeping up with the news was crucial for young people, or about the reliability of two media sources, were generally unclear or not pertinent. The best candidates effectively engaged the audience with extensive, contextually relevant vocabulary and expressions, such as *un sujet qui me tient à cœur* ; *une ignorance béate* ; *je ne me fie qu'aux sites...* ; *des titres racoleurs* ; *à prendre avec des pincette*. The conventions of writing a note were generally adhered to.

Question 30 attempted by 116 candidates Mean 12.00(/20) Max 19 Min 0

This question produced a wide variety of candidate responses, which allowed for clear differentiation of performance. The selection of songs and artists was interesting and diverse. However, many candidates' description of the content of a clip of a song lacked relevant details. Some candidates appeared to focus on the lyrics to write rote learned answers without much attempt to answer the question. Most candidates explained the reason/s why they liked the message of the song. Values of family, friendship, romance, lifestyle were some aspects of the French-speaking culture mentioned. Most candidates knew the key conventions of an article and used the appropriate type of language.

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.

Question 31 attempted by 151 candidates Mean 12.63(/20) Max 20 Min 0

This was the most popular question. It required candidates to write a formal letter. Very few candidates demonstrated a strong knowledge of this text type. Overall a wide variety of responses was provided, which allowed for differentiation between candidates. Candidates' responses offered authentic reflections about their future plans and personal traits.

Consequently, they did not read as too rehearsed. Most candidates seemed to have written the part on their personal traits with their heart. A few nice expressions were appropriately used considering the context, such as *du pain sur le planche*; *le bac en poche*.

Question 32 attempted by 65 candidates Mean 12.43(/20) Max 19.5 Min 5.5

Fewer candidates selected this question. Candidates appeared to provide rote-learned answers about some advantages of migrating to France, such as jobs, without much attempt to address the question about the positive aspects of multiculturalism in France. Many responses lacked relevant detail or were off context showing that candidates still confused international and Francophone immigration. Few candidates provided detailed original ideas to demonstrate how multiculturalism in France can find some expressions through its national soccer team, food, secularism, and festivals. The conventions of writing an account using formal language were generally adhered to.

Question 33 attempted by 124 candidates Mean 12.94(/20) Max 19.5 Min 4

This was the second most popular question. There was a wide range of responses which provided a basis for differentiating between candidates' performances. Most candidates demonstrated some originality in their responses. Answers were engaging and entertaining, with expressions used in context, such as *le moral dans les chaussettes* ; *je suis dans les vapes* ; *je m'ennuie à mourir* ; *je vais devenir ouf* ; and with a particular turn of phrases, such

as la chose qui m'inquiète le plus... ; je dirais que le deuxième ; aspect le plus difficile est... .
Candidates wrote their own sentences which made their writing a lot more personal than long rehearsed 'off the shelf' answers about how they use their mobile phone. The conventions of writing a diary entry were generally adhered to.