

# 2022 ASSESSMENT REPORT

## FRN315114 - French

### Oral Assessment

The 2022 oral exams once again reinforced how much students enjoy speaking and using their French, even in a situation which, at the best of times, can cause a great deal of stress. This is also a testimony to the teachers who work hard to make sure that students have a range of strategies for coping with the examination process. The result was a clear confirmation that students' oral skills keep improving each year. With just on two thirds of students scoring in the A-B range, the examiners reported that students were enthusiastic and well-prepared to speak across a range of topics. Students spoke confidently and fluently with some students possessing great flow in the language.

A small group of students in the lower range had some surprising gaps in vocabulary and struggled with basic structures when expressing themselves. Whilst being highly personable, animated, and enthusiastic are fine traits in themselves, they must be backed with sound grammatical and lexical knowledge even at a basic level.

The oral examiners remarked that students did exceptionally well overall and that the end-of-year oral examinations are always a highlight for them. They also wished to pass on their congratulations to the teachers who work tirelessly to ensure that their students not only do well in the exams but also do an exceptional job in promoting the study of the French language and its culture.

### Written Examination Paper

#### PART I: LISTENING AND RESPONDING

This year's listening examination contained a very good spread of topics with approximately 57% of students scoring in the A-B range. Students responded favourably to the texts, however they found passages 3 and 4 problematic with passage 3 being the stand-out passage for difficulty.

#### SPOKEN TEXT 1 - QUESTION 1

This passage was generally well-understood by students and the only noticeable vocabulary issues were "mon quartier" and the expression "traîner par terre".

#### SPOKEN TEXT 2 – QUESTION 2

Students did not have any major issues with this passage. However, the marking examiner commented that students struggled with numbers and the following vocabulary items: “bague”, “spectateurs”, “foncé”, and “fiançailles”.

### SPOKEN TEXT 3 - QUESTION 3

This passage proved to be very challenging for students. The marking examiner reported that many students were confused about what the passage was about and seemed to think it was just about stress. Students did not appear to understand entire sections with the marking examiner pointing to the sections beginning with “Certaines drogues...” and “Et les lois aussi ont changé...” as sections where most students had not understood what was being said.

The issue with contemporary based texts used as listening comprehensions is that they often target a very specialised vocabulary for which students are adequately prepared for in a reading comprehension but in a listening comprehension this can be problematic. This said, the lower grades in this section did not adversely affect students’ overall grades in this section.

### SPOKEN TEXT 4 - QUESTION 4

Students found this passage marginally more challenging than the first two passages but managed it quite well overall. The topic of choosing holiday destinations was a very good one and one that students were very familiar with. The major issue here seemed to be vocabulary with the following words and expressions causing the most concern: ‘célèbre’ (taken to mean celebrity), ‘en plein centre de’, ‘auberge de jeunesse’ and ‘sur une colline’.

## PART 2: READING AND RESPONDING

The reading comprehension section of the exam was once again made up of high interest and relatable passages which resulted in two-thirds of students scoring in the A-B range with all remaining students passing the section. This clearly indicates that students spend a great deal of time reading in French and that their teachers have expertly taught them the skill set required for sorting, sifting and synthesising information from written sources. This said, marking examiners noted that the word count for this section exceeded the external assessment specifications. However, as this did not affect students’ final awards, it was considered an issue that should be noted for next year’s exam.

### QUESTION 5:

This was a good, relatable passage that was well received by students. The following vocabulary items caused some students a measure of concern. In item c) the word “ballade” was often interpreted to mean “a walk” and the expression “faire un demi-tour” was not understood. Students also found “...dont vous avez l’habitude” difficult to translate. In item d), the word “rivage” was translated as “shore” in some dictionaries and so this was accepted by markers. In item g), markers also accepted the answer “advertising”.

## QUESTION 6:

The marking team reflected that whilst this was a good passage for students, it was a little repetitive which meant that students took their answers from across the passage rather than adhering to any sequential structure as given by the answers provided. This said, the answers were still correct and showed a deeper understanding of the text. The students often synthesised a response and therefore answered the question more globally but correctly and so markers decided to reward students for doing this. Some structures and vocabulary that concerned students were the following: the word “ferme” was often translated as “firm” as in a business and not “farm”, “trentaine” and “venir de” were problematic for some students as was the use of “depuis”.

## QUESTION 7

This passage was handled well by students and there were few problems with comprehension. Question (e) was considered by the marking team to be more a mathematical question, requiring students to transpose “trois-quarts” to 75%, according to the marking tool, which they thought was testing their maths as opposed to their French. The markers also accepted “trois-quarts” as a correct answer.

## PART 3: WRITING IN FRENCH

	Q8	Q9	Q10	Q11	Q12
Number of students attempting the question	1	8	3	5	16

This year’s distribution showed that students had a definite preference for one essay topic with 48.5 % of students opting for question (12) about grandmother’s generous birthday gift. The next most popular topic was the blog entry and attracted 24% of students. The students handled the writing section very well with a good spread of grades. The students who scored in the A-B range produced essays that had good flow and were very clear and fluent in their use of the relevant vocabulary and grammatical structures for their chosen topic. Students who scored in the lower range often wrote shorter pieces and occasionally lacked control of grammar and vocabulary to the extent that it blocked comprehension and obliged the marker to reread a section to re-establish the context. They also had issues with register (vous VS tu). This said, the stand-out issue was the conjugation of verbs across both the simple and compound tense forms. Past participles are always problematic in French and some students thought that it was better to have a guess than give up, hence we had some very creative forms such as “j’ai nourrituré” which made markers smile.

It was pleasing to see that very few students had trouble with register when writing and that their essays were well-planned and constructed. Once again, the marker reported that it was

a pleasure to read the essays and that both the students and their teachers should be congratulated for all the hard work and dedication they have shown to reach this point.

I would like to end this report by congratulating the teachers on continuing to promote French which is one of the five historically and culturally significant world languages that we offer our students in Tasmania.

**SOLUTIONS PROVIDED ON THE NEXT PAGE**

# 2022 French EXAM Marking Tool

## PART I – Listening and Responding

### Question 1

- a. This article deals with which age-group? **(0.5 mark)**  
*Teenagers or adolescents (1/2)*
- b. What does Marie do every afternoon and where? **(1.5 marks)**  
*She walks the dog (1) in the neighbourhood (1/2)*
- c. Explain why her third task easy to do. **(2 marks)**  
*She likes a clean/ tidy room (1) and never lets her clothes/things drag on the ground (1)*
- d. Why does Nicholas help with housework? **(1 mark)**  
*So he can earn pocket money (1)*
- e. Give details of what Nicholas does to help. **(3 marks)**  
*He washes (1/2) his step-father' (1/2)s car(1/2) every Sunday.(1/2)  
He vacuums (1/2) once a week (1/2)*
- f. What does Jean-Luc hate doing? **(0.5 mark)**  
*gardening*
- g. What is Jean-Luc's passion? **(0.5 mark)**  
*cooking*
- h. Give details of how his family benefits from his passion. **(2 marks)**  
*Twice a week (1/2) he prepares a meal (1) for the whole family (1/2)*
- i. What is his goal in life? **(1 mark)**  
*To be a chef/cook*
- j. How do we know Caroline is a conscientious student? **(1 mark)**  
*She always does her homework (1/2) after school (1/2)*
- k. What is her hobby? **(1 mark)**  
*reading*
- l. What task does she do with her sibling and why? **(2 marks)**  
*She washes the dishes (1/2) after dinner (1/2). Their apartment is too small for a dishwasher (1)*

## Question 2

- a) Where does this story take place? **(0.5 mark)**  
*cinema*
- b) How old is Antoine? **(0.5mark)**  
*29*
- c) Which three groups of people are mentioned? **(1.5 marks)**  
*Spectators(1/2) friends(1/2) family(1/2)*
- d) At what time did Julie arrive? **(0.5 mark)**  
*8:10 pm / 20:10*
- e) Why had Julie come to the venue? **(3 marks)**  
*To see the film "Delicious", (1) which tells the story (1) of the worlds' first restaurant. (1)*
- f) What had Julie found out on the Internet? **(2 marks)**  
*She'd read it was a very good film (1) and she loves historical films (1)*
- g) What was the special clip shown? **(2 marks)**  
*Holiday photos (1/2)of Morocco (1/2) where Julie and Antoine had gone last year (1)*
- h) How is Antoine described when he came in? **(2 marks)**  
*Elegant (1/2). Wearing a dark-(1/2) blue (1/2) suit (1/2)*
- i) What did he give Julie? **(1 mark)**  
*An engagement ring (1)*
- j) What did Julie do after receiving the gift? **(1 mark)**  
*She cried*

/ 14

### Question 3

- a) What is the subject of the article grandad is reading? **(1.5 marks)**  
*The problems (1/2) of young people (1/2) these days (1/2)*
- b) Give details about what grandad has come to realise. **(2 marks)**  
*He's realised that today's teenagers (1/2) do NOT have (1/2) an easier life(1/2) than he had (1/2)*
- c) Why is Manon particularly worried? **(2 marks)**  
*She feels she lives in a society with more and more people (1) but fewer and fewer opportunities (1)*
- d) What would be her ideal job? **(3.5 marks)**  
*A job that she likes (1), that pays enough (1), so she can profit from life (1) and travel (1/2)*
- e) Which two (2) temptations for young people are mentioned? **(1 mark)**  
*Drugs (1/2) and alcohol (1/2)*
- f) Explain why one of these temptations was not a problem for grandad. **(2 marks)**  
*There were not as many drugs (1) when he was young (1)*
- g) Explain why Manon mentions the USA. **(2 marks)**  
*Some drugs which used to be illegal are not so now (1) as is the case in many states of the USA (1)*
- h) How does grandad best relax? **(1 mark)**  
*hiking*

/15

## Question 4

- a) What are Laura and Justine discussing? **(2 marks)**  
*Where to go (1) on their Summer (1/2) holidays (1/2)*
- b) When were they going to leave Paris? **(1 mark)**  
*In July*
- c) Where does Laura want to go and why? **(2 marks)**  
*Abroad (1) to discover (1/2) new places (1/2)*
- d) What is Justine's preference? **(2 marks)**  
*To go back to (1) the South (1/2) of France (1/2)*
- e) Why does Laura particularly want to visit Turin? **(3 marks)**  
*She really likes Winter sports (1) and the Winter Olympics took place there/ in Turin (1) in 2006 (1)*
- f) Why does Justine want to go to Monte Carlo? **(2 marks)**  
*She wants to show her sister the town of Monte Carlo (1) and visit the famous Casino (1)*
- g) With whom did the sisters discuss their plans? **(1 mark)**  
*Their mother*
- h) Where did they finally decide to stay? **(2 marks)**  
*In a youth hostel (1) right in the centre (1/2) of Nice (1/2)*

/15

## PART 2 – Reading and Responding

### Question 5

- a) What are the three (3) questions you need to ask yourself before undertaking a bike tour? **(3 marks)**  
*What if I am not sporty enough? (1)*  
*Where do I start? (1)*  
*What equipment do I need? (1)*
- b) Who is Laurent Belando? **(1 mark)**  
*A writer (1/2) for the magazine Vélos nomades (1/2)*
- c) What is his advice? **(4 marks)**  
*Go for a trip that you're used to doing (1), but instead of (1) turning back (1) go further (1)*
- d) France offers which different types of landscape? **(2 marks)**  
*forests (1/2) mountains (1/2) river banks/shores (1/2) countryside (1/2) regional parks (1/2)*  
*Any combination, but 4 must be mentioned*
- e) Describe what is offered by “The Loire by bike” route. **(4 marks)**  
*Any combination of the following-It's 900 km long (1) It offers varied landscapes (1), lodgings (1) for all budgets (1/2) rest areas (1) to work on your bike (1/2)*
- f) Describe the advantage(s) and disadvantage(s) of electric and mountain bikes. **(4marks)**

Bike type	advantages	disadvantages
Electric bike	<i>Reduces physical effort (1)</i>	<i>Has to be recharged every evening (1)</i>
Mountain bike	<i>You can leave classic paths to discover new ones (1)</i>	<i>Less adapted to long trips (1)</i>

- g) This is an example of a ..... text. **2 marks)**  
*Either one of the following:*

- literary
- advertising
- persuasive
- interrogative

## Question 6

- a) Why did the journalist choose to meet with Philippe? **(2 marks)**  
*Philippe has just been named (1/2) Director (1/2) of the program Jeunaisse (1/2) in Quebec (1/2)*
- b) Who benefits from the program Jeunaisse? **(1 mark)**  
*About 30 young people (1/2) every year (1/2)*
- c) What personal connection does Philippe have with this program? **(2 marks)**  
*He benefitted from the program (1) about 20 years ago (1)*
- d) Paragraph 2 shows that Philippe feels: **(2 marks)**  
 ~~proud of himself~~  
 **actions speak louder than words**  
 ~~important~~  
 ~~he deserved the job~~
- e) Explain why Philippe wants the job **(2 marks)**  
*Any combination of the following: Life wasn't always easy for him. He had to overcome considerable difficulties, so he wants to help (1) those in the same situation. (1) It's an honour for him (1)*
- f) What do we learn about Philippe's childhood? **(4 marks)**  
*Any combination of the following: He was the oldest of 8 children (1) His parents had to work hard at the farm (1)-there was always a lot do. (1) Philippe worked on the farm before school (1) and looked after his younger siblings (1) he had to abandon his studies (1) to help his family financially (1)*
- g) What paid job did he have? **(1 mark)**  
*He worked in a bakery*
- h) Who encouraged Philippe to resume his studies? **(1 mark)**  
*His grandmother*
- i) What did the Jeunaisse scholarship allow him to do? **(2 marks)**  
*To go to university (2)*
- j) Explain why he is considered a perfect choice for the job. **(3 marks)**  
*He worked as a volunteer for Jeunaisse for 10 years (1)  
He inspired tens of/lots of young people (1) to help those less fortunate than themselves (1)*

## Question 7

- a) Identifiez la situation décrite par l'auteure (2 marks)  
*Elle est dans la file d'attente (1) dans un supermarché (1)*
- b) Qu'est-ce que l'auteure attend de son geste ? (2 marks)  
*Elle attend un « merci » (1) accompagné d'un sourire (1)*
- c) Quelles sont les différentes réactions des autres clients ? (2 marks)  
*Ils ouvrent les yeux exagérément ronds (1) et jettent un regard vers le caddie de l'auteure (1)*
- d) Quels produits motivent ces réactions ? (3 marks)  
*Plats cuisinés (1/2) viandes sous cellophane (1/2) Des yaourts aromatisés (1/2) des frites congelées (1/2) des salades en sachets (1/2) une énorme quantité d'essuie-tout (1/2)*
- e) Quel pourcentage de gens remercient l'auteure ? (1 mark)  
*75 % / trois-quarts*
- f) Pourquoi l'auteur/ mentionne-t-elle la montagne de déchets ? (2 marks)  
*Ce qu'elle a dans son caddie (1) contribuera à la montagne de déchets (1)*
- g) Quelle phrase est correcte ? (2 marks)  
 ~~L'auteure est végétarienne.~~  
 ~~L'auteure s'occupe de l'environnement actuellement~~  
 **L'auteure pense aux autres.**  
 ~~L'auteure dépense très peu au supermarché.~~
- h) Quelles sont les résolutions de l'auteure ? (2 marks)  
*Any combination of the following : Elle mincira (1) elle fera du sport (1)  
Elle ne mangera plus de bœuf (1) elle orientera sa vie autrement (1)*
- i) Croyez-vous que le proverbe « ne remets pas à demain ce que tu peux faire aujourd'hui » fait partie de la philosophie de l'auteur/e ? Justifiez votre réponse. (2 marks)  
*Non (1) car elle dit que « ce sera pour demain(1/2) ou l'année prochaine (1/2)*
- j) Finissez la phrase. Je me considère comme étant une personne (2 marks)  
 ~~mal polie~~  
 ~~impatiente~~  
 ~~très pressée~~  
 **aimable**

/20