



### Part 1 – Reading and Responding

There were some excellent scripts, with several candidates obtaining almost perfect marks on this section. This year we noted that the texts were more dense and detailed than in previous years. The possibility of using a dictionary obviously changed the parameters of the examination process. Some of the words like *parvis* for instance were not found in smaller dictionaries. The examiner was unable to ascertain whether the use of a dictionary helped the candidates to achieve higher marks; however the assessment panel showed very clearly that there was a huge discrepancy between the internal and external marks for this criterion. This leads us to believe that this may be a direct consequence of the expectation of dictionary use.

Most candidates answered as clearly and fully as they could. However a number of perennial problems resurfaced. A number of candidates lost marks through not responding to all questions. As marks are allocated for even small pieces of information, candidates should at least attempt every question. Although full sentences are not always essential, fragmented answers and disconnected words are often meaningless and therefore rarely score any marks. Candidates should ensure they answer every part of each question.

The aim of this section is for candidates to demonstrate what they have understood from the text so they should avoid translating the texts provided.

#### Question 1

- a) Many candidates did not know *Town Hall*
- c) *Découverte du Palais des Papes* was not well understood.
- d) *Jusqu'au* proved difficult
- e) *Bande dessinée* was not fully understood

#### Question 1 – Total 15

- a) ice skating outside open air (1), square in front of Town Hall (1)
- b) cheap prices at winter sales (1/2), mark downs of up to 70% (1)
- c) tourist week end 3 days 2 nights in Avignon (1), put up in a little hotel in the old town (1), tour of the Papal Palace (1), January, February (1)
- d) production of truffles, an old tradition, an exhibition (1), held a market of Jarnac until 27<sup>th</sup> of February (1)
- e) international festival of comic strips (1), editors' stand (1/2), alternative comics (1/2), biggest comic library in the world(1)

- f) traditional festival (1/2), held since very olden times (1/2)
- g) a Provençal meal (1), aniseed cakes (12), speciality of the region (1/2)

### Question 2

This difficult passage was found boring by most candidates. They answered mainly by translating as much of the passage as possible hoping that the answers would be found there somewhere.

- c) The candidates found this difficult. They translated and did not show understanding. *Bon marché* was not well understood.
- d) *Des milliers* became *millions*
- e) *La formation* became a typical false friend in this question and the right word was *training* not *formation*.
- f) *Une carte de fidélité* was not understood but we can forgive our candidates as we have not come across such a concept in our textbooks yet.

### Question 2 – Total 21

- a) McDo red yellow (1/2), SB green, white (1/2)
- b) Both signs/ logos symbolise USA (1) b0 Mc Do one of the only businesses to finish the year on a high (1), increase of 7.5% in profits, SB plummeted by 45 %
- c) Mc Do gambled on quality after surviving much bad publicity and a poor image (1) cheap, Imperialist, unhealthy, met demands of customers (1), SB specialists in luxury cafés high grade coffee (1), superior quite expensive (1)
- d) 1000's of cafés but not fussy about where they are situated (2)
- e) gambled on quality (1), invested 100's of millions of euros in renovation of restaurants (1), installed Wi-Fi (1), trained employees (1), introduced salads to the menus (1), better quality for cheaper food ( less than \$1 for a complete meal) (1)
- f) SB offered a customer reward/ loyalty card (1), full breakfast for less than \$4.00 (1), McDo won rise in profits all over the world (1), clients rejected SB (1)

### Question 3

The candidates found this passage relatively easy. In this text however some questions were rather confusing and the examiner allowed the answers to filter through various questions.

- a) *à la rame* was not always understood and some candidates thought that Maud Fontenoy crossed the Pacific ocean on an oar. Ah the French!!
- b) *Pleuvoir and pleurer* were confused *Un poisson volant* became *a fish with wheels*
- e) some said *bottled water* for *l'eau bouillante*; *sucres lents* became *lentils with sugar*
- g) *je faisais des pompes* was understood as *weight lifting* ( including by the examiner)
- i) *je me lavais* was occasionally confused *with I got up*

### Question 3 – Total 21

- a) first female to row (1), across the Pacific( 1)
- b) wept in front of beautiful sunset (1), moved by meeting a little flying fish (1), a good way to remain humble (1)
- c) she rowed (1), the best times were at dawn (1), after the sun went down 91)
- d) remained in her cockpit/ cabin (1), in order to avoid getting sunburnt (1)
- e) dehydrated foods to mix with boiling water (1), rice, noodles/pastas (1). Sometimes with chicken (1), food based on slow-released sugars/ low GI to help her continue the physical activity (1), sometimes flying fish that had fallen into her cabin at night (1)
- f) used a device which separated the salt out of the sea water (1)
- g) running swimming (1/2), push-ups (1/2), endurance sports (1/2)
- h) she suffered mentally (1/2), the worst loneliness doubt (1/2), the length of the trip (1/2)
- i) had a wash applied lotion and perfume (1), immediately felt better (1), decided it was not so bad (1)

### Part 2 – Writing in French

Candidates were asked to write approximately 250 words in French on a selected question. There were 5 questions on a different text type which included a conversation, a story, a letter/email, a summary of a conversation and a journal entry. These gave candidates enough choice to use the tenses they felt most comfortable with still allowing candidates the opportunity to showcase a variety of tenses. It is necessary to reiterate the necessity to be aware of the text type required. There are certain rules to follow when writing an email/ letter and they differ from a conversation or a journal entry.

**Question 4**

Only 4 candidates out of 90 chose this question and showed varying success. There were problems with tenses and the agreement of past participles with *avoir* were concerning. *Il est* vs *c'est* proved difficult. *Il est* must be used with times for example.

In the dictionary candidates found solace but at what price! The sweetest of all mistakes was *La joue!* which took the examiners by surprise but all was revealed when through various translation process they understood it to mean *The cheek!*

Candidates frequently mixed *tu* and *vous* not understanding the cultural divide.

Some errors were made when talking about the family: a grand-father became a brother for example.

Of great concern were the following errors *Je etais regarde* or *je serai venire* were used to express I was watching and I will come. Candidates made errors with transport modalities and did not know how to express *He will take me there*. Candidates should know the verb *emmener*.

**Question 5**

Fourteen candidates chose this topic . Many essays were too short *Chercher pour* was used several times. The use of *que* after *penser* or *douter* was not known. Many candidates were unable to conjugate verbs or used the correct form *je suis allé au parc en voiture* and used *j'ai conduit au parc*.

In general the story lines were very well developed and the examiners had a sense of narrative.

**Question 6**

With 31 candidates choosing to answer this question, this topic was the most popular.

The examiners were impressed by the originality of the email addresses but many candidates did not include one. The topic did not always allowed talented candidates to shine as very often the vocabulary which was used was very simple. Many candidates used year 8 and 9 vocabulary and used repetitive grammatical forms.

Errors like *Tasmanie* ( without *la* ) *sur le week end* are inexcusable at this level.

### Question 7

Twenty candidates chose this topic and were able to use prepared essays. Their work was very interesting to read and the candidates who did very well knew how to repackaging their story to fit the question.

### Question 8

Twenty-two candidates answered this question and the stories were also interesting to read but the drinking and the drug taking were a little concerning! Again well-prepared candidates aptly described such an event. Candidates need to do more work in the use of *chez moi*, *à la maison*. The use of *à chez moi* is of some concern so is the use of *à* in front of *pour*.

As this was the first year where dictionaries were permitted, examiners were not sure what to expect with the quality of writing and range of vocabulary. They were hoping for a greater range of vocabulary in the texts and were disappointed by the lack of unusual or unexpected lexicon. Candidates did not bother or did not take the time to check the spelling or gender of words. The lack of adjectives and adverbs was also noted. Candidates need to develop their dictionary skills to avoid expressions like *apporter dos* for to *bring back*, *tuer* for *mourir*, *cassé* for *broken down*. It will be important to counsel candidates on which dictionary to buy (some words don't appear in small dictionaries), to teach them how to use them in an exam situation and help them to realise how time consuming dictionary use is.

We as teachers need to reaffirm to our candidates that their work must remain anonymous (they must not identify themselves or their school) and need to keep in mind that similar problems persist from year to year (grammatical errors of tenses, agreements of adjectives and past participles and inversions after direct speech).

Candidates showed consideration to the examiners by offering work that was well presented and easy to read and it was again, a pleasure for the two examiners concerned to read these imaginative and colourful essays. We congratulate all the candidates who read attentively and followed the advice of previous examiners' reports.

### Part 3 – Listening and Responding

The examiner commented that a number of candidates did not know their numbers, the vocabulary of the house and furniture ( *la machine à laver* became a sink), the grammatical structures *venir de* and *à partir de*. In general the answers were mostly accurate and a number of candidates achieved very high scores. It is still concerning that some answers are not even attempted. Candidates should understand that any little piece of information is rewarded.

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### Spoken Text 1

4 euros 75 was not understood candidates used 4,65. The words *mûrs* and *abricots* were not understood by the majority of candidates.

- a) peaches (1), 6 (1)
- b) apricots 91/2) 2 euros (1/2), to make jam 91), does not have the time (1)
- c) avocados (1), tomorrow (1)
- d) no (1), not ripe enough (1)
- e) 4.75 euros (1)

### Spoken Text 2

Candidates had difficulty understanding : *plusieurs semaines, j'ai trop de choses à faire, qui vient d'ouvrir, à partir de.*

- a) several weeks (1), too much to do (1), working madly at Uni (1), looking for a flat (1)
- b) bedroom too small (1), studio/apartment (1), 2 rooms / 2 bedrooms (1)
- c) hard to find (1/2) small place in Dijon (1/2), lots of candidates (1), flats are old (1), dirty (1), too expensive (1)
- d) next (1/2) Friday (1/2)
- e) new café (1), just open (1), rock group (1), play from 10 pm (1)
- f) hope all is well for you (1), write to me soon (1), lots of love / kisses

### Spoken Text 3

Candidates did not understand : *renseignements, rez-de chaussée, à l'étage, WC, machine à laver, plan d'accès.*

- a) information about holiday house 91/2), they have to rent (1/2)
- b) 1 double bed (1/2), ground floor (1/2), 2 single beds (1/2) upstairs (1/2), sofa bed (1/2) in the living room (1/2)
- c) downstairs (1/2) shower (1/2), bath (1/2), toilet (1/2)

- d) gaz oven (1/2), microwave (1/2), dishwasher (1/2), washing machine (1/2)
- e) outskirts, exit, end of village (1), 5 minutes on foot (1/2)
- f) a map (1)

#### Spoken Text 4

Only a small number of candidates understood *Souriant et chaleureux*. Surprisingly many did not understand *vin*. *Si nous ne faisons pas la sieste* was hardly understood

- a) lovely, smiling and welcoming (1), people at the gite (1), a glass of local wine (1), a little bit of cheese (1)
- b) a few local products (1), food and wine very impressive (1), running (1/2), swimming (1/2), climbing (1/2), if don't take (1/2) siesta/ afternoon nap (1/2), we go for a walk (1/2), prehistoric (1/2) caves (1/2) museum (1/2) castles (1/2) garden (1/2) canoeing (1/2), on the river (1/2) picturesque villages (1/2)

#### Spoken Text 5

*Boîtes* was translated by *block* of chocolates. It was surprising to know that many candidates did not understand *250 et 500 grammes*. *Goûtez-en* remained a mystery to most candidates and *mon cousin* was understood as *ma cousine*.

The pace of the reading was excellent and the texts were very clearly spoken. It is noted that the listening passages were very topic-specific and this is a timely reminder that they are included in the syllabus.

- a) 2 boxes of chocolates (1), 250 grammes (1/2), 500 grammes (1/2)
- b) a little selection (1/2), no chocolate with alcohol (1/2), a few dark (1/2), a few milk (1/2), really likes (1/2), chocolates with nuts (1/2)
- c) gives a little more chocolates with nuts (1), gives her some to taste (1), gift wraps them (1)
- d) small box (1/2) for my cousin (1/2) for his 45<sup>th</sup> birthday (1/2) that he is going to celebrate (1/2), other box (1/2) for husband (1/2) he is working really hard (1/2) at present (1/2)

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## Oral Examination

Candidates were asked to do a conversation of 8 to 10 minutes with two examiners. Two criteria were assessed: criterion 2 and criterion 5. This year saw us work with new criteria: criterion 2: *Communicate in spoken French* and criterion 5: *Use correct pronunciation, intonation and stress and demonstrate fluency*.

Generally candidates were well prepared, well spoken and very polite. They usually expanded on their answers using *parce que, par contre, alors...* or other suitable sentences such as *mais, puisque, cependant...* The candidates who did not do very well were those who lacked vocabulary and a knowledge of tenses. Some candidates were not at the right level and should not have attempted level 3 C. In previous years, these candidates would have been counselled to seek an assessment at level 4, the neighbouring syllabus but this option no longer exists for them.

Questions were simply put and in most cases appropriate levels of response were given. However there were still some candidates who did not understand questions like : *Vous aimez, vous avez votre propre chambre, combien de temps faut-il ,décrivez-moi votre meilleur ami, comment est-ce que vous dépensez votre argent, vous vous entendez bien ? Qu'est-ce que vous voulez faire plus tard/ comme métier?* (Many confusions arose between *matière* and *métier*) *Qu'est-ce que vous faites pour vous détendre? Qui s'occupe de...? Vous avez déjà voyagé? Ça vous a plu? Qu'avez-vous fait? Vous avez aimé?*

There are still some candidates who have difficulty understanding the question: *Qu'avez-vous fait?* rather than *Qu'est-ce que vous avez fait?* Candidates should be able to recognise both question forms. *Parlez-moi de, pas encore, déjà (vous êtes déjà allé à l'étranger, vous avez déjà voyagé)* proved commonly difficult for some candidates.

Candidates need to be more careful with tenses: there were still many mistakes in the *Passé Composé* with the inappropriate use of *avoir* and *être* and past participles. Verbs like *faire, savoir, lire, prendre, écrire*, should be known at this level. The future even with *aller+* infinitive was often not used appropriately. The *imparfait* and the forms *depuis, il y a, pendant* were also not well known. Reflexive verbs were also sometime a little problematic (*je me suis prendre, je me couché*).

Prepositions were very inaccurate e.g *à+, en+* so were the possessive adjectives. There is no excuse for not knowing *mon père/ frère, ma mère/ soeur*. Candidates should be able to use correctly: *Mon meilleur ami/ ma meilleure amie*. Other errors included using *à+le* or *à+ les, en Brisbane, je joue le piano*

Confusions with *dernière* and *prochaine* meant that some candidates were unable to answer correctly *que ferez-vous l'année prochaine?* Candidates should remember not to use an article in front of a profession: *je voudrais être professeur*.

A few candidates confused *assister à*, *attendre* and *aider*. *Savoir* and *connaître* are still problematic for some candidates. The distinction between *jouer à* and *jouer de* posed problems as well.

As far as pronunciation is concerned some typical errors included: lack of liaison and liaison with *et*; *copain/copine*, *semaine*, *de temps en temps*, *dans*, *examen*, *vingt*, *international*, *psychologie*, *vaisselle*, *ville*, *je préfère* becomes *préféré...* *Urope* (*Europe*), *les yeux.*, lack of agreement of adjectives *une petit maison..*

It is a little concerning that candidates do not know the various vocabulary words for household tasks. We sincerely hope that this does not reflect a certain attitudinal reality. The name of the rooms and furniture were unknown sometimes.

Candidates should note that if they want the examiners to repeat they should say *Est-ce que vous pouvez répéter s'il vous plaît* or a similar sentence structure. We heard many *est-ce que vous répétez?*

The examiners would like to reiterate that they enjoy speaking with the candidates and having a meaningful conversation. They hope that this is so for the examinees.

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