2022 VCE French oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections: a conversation of approximately seven minutes and a discussion of approximately eight minutes.

In both sections, students were assessed in:

* content and communication (relevance, depth and range of information, ideas and opinions; capacity to elaborate and reflect on information, ideas and opinions; capacity to interact with assessors; and effective communication)
* language (appropriateness of vocabulary, grammar and sentence structures; and clarity of expression, including pronunciation, intonation, stress and tempo).

The majority of students were prepared for both sections of the oral examination, the conversation and the discussion. However, students should be reminded that there are no set or prescribed questions, and they should not rely on a rote-learned script for their examination. Students should prepare themselves to be asked a variety of questions for both the conversation and the discussion.

Specific information

Section 1 – Conversation

This section was a general conversation between the student and the two assessors about the students’ personal world and their interactions with the French language and culture as learners. Students were able to support their personal reflections by referring to any of the relevant subtopics studied in class from the prescribed theme ‘The individual’ and the prescribed theme ‘The French-speaking communities’.

Students who engaged in higher-scoring conversations:

* demonstrated an excellent level of understanding by responding readily and communicating confidently; carried the conversation forward with spontaneity
* provided an excellent range of information, ideas and opinions clearly and logically with highly relevant responses
* clarified, elaborated on and defended information, ideas and opinions very effectively
* used sophisticated vocabulary and structures accurately and appropriately; used language naturally
* used excellent pronunciation, intonation, stress and tempo.

Students understood the requirements of the conversation and appeared to be well prepared. They were able to respond to questions in relation to their personal world and their interactions with the French language and culture.

Content and communication

Students who were well prepared could talk about various aspects of their personal world and could explain how learning French had been an advantage to them. They were able to give detailed answers when talking about their family, their pastimes and their school.

High-scoring students were able to elaborate on and justify their opinions and ideas. They were spontaneous in explaining their thoughts and were able to link the various themes effectively and at times even lead the conversation.

High-scoring students were able to respond to the various questions of the assessors. When students were interrupted by assessors, they responded to questions with complex sentences.

High-scoring students had natural pauses to allow assessors to ask questions. This allowed for a more natural conversation. Students who did not score highly provided very short, usually basic, answers. To improve these students should have provided extra details to expand their answers.

Language

Students who scored highly were able to introduce a range of vocabulary, using appropriate connectives and grammatical structures in their conversation. For example, some students used structures such as:

* je dois dire que (I must say that)
* après avoir oublié de faire mon travail (after forgetting to do my work)
* c’est très gratifiant (it is very rewarding)
* il faut que je réfléchisse à la question (I need to think about the question).

High-scoring students spoke using a very natural pace. The way they expressed themselves did not appear to be rushed or to be using rote-learned responses. Students who did not score highly used extremely basic language and made mistakes when using very basic grammar.

Section 2 – Discussion

Students discussed their chosen subtopic and their supporting visual material, which had to be related to either the prescribed theme ‘The French-speaking communities’ or the prescribed theme ‘The world around us’. The focus of the discussion was on exploring aspects of the subtopic, including information, opinions and ideas. Students were expected to respond to questions on their subtopic and supporting visual material.

Students who engaged in higher-scoring discussions:

* provided an excellent range and depth of information, ideas and opinions with an original perspective on the subtopic
* elaborated on complex information and defended ideas and opinions clearly and logically with highly relevant responses
* used the image skilfully to support the discussion on the subtopic
* communicated information, ideas and opinions very confidently and carried the discussion forward with spontaneity.

A broad range of subtopics was presented for the second part of the oral examination. Students who scored highly chose topics that were of personal interest to them and that they understood well. Students who did not score well in the discussion did not demonstrate a good understanding of their subtopic and lacked the vocabulary needed to be able to talk in-depth about their subtopic.

Students who scored highly used their visual material skilfully throughout the discussion. They did not simply describe the visual; they used it to present and support their ideas and opinions on their subtopic. The visual material of high-scoring students complemented the ideas and opinions that the students were expressing.

It is important for students to clearly state their subtopic to the assessors. They should only state what they are prepared to discuss and what they have studied.

Well-selected subtopics gave students the chance to display the depth of their knowledge, and a well-selected image supported the students in presenting and elaborating their ideas clearly.

Following are some examples of topics that were handled well by students:

* La mini-jupe dans les années 60 (The miniskirt in the ’60s)
* Les réseaux sociaux et leur impact chez les jeunes (Social networks and their impact on young people)
* Coco Chanel et son impact dans le monde de la mode (Coco Chanel and her impact on the fashion world)
* La gastronomie française dans le monde (French gastronomy in the world)
* Pourquoi les français manifestent-ils autant? (Why are the French demonstrating so much?)

Content and communication

Students who scored highly were able to talk about the main ideas of their subtopic, explain what it was about and use the image effectively to support the discussion.

High-scoring students were prepared to elaborate on any ideas and opinions they mentioned to explain their subtopic. They were able to contrast their information and make relevant comparisons, using their image to delve deeper into their ideas and opinions.

Students who scored highly were able to give the assessors both opinions and facts during the discussion. They had a very clear understanding and appreciation of their subtopic and could interact with the assessors effectively and explain their subtopic in-depth.

High-scoring students demonstrated an ability to lead the discussion with spontaneity and confidence using information they understood clearly. Students who did not score well did not demonstrate a clear understanding and knowledge of their topic. Students who did not score highly didn't research their topic of discussion fully. They could not clarify information when asked to.

It is important for students to be able to explain clearly the context of their topic and to be able to clarify any of the aspects of their topic that they mention in the discussion.

Language

High-scoring students used a good range of vocabulary in order to be able to talk in-depth about their chosen topic. They used grammatical structures appropriately and could express their ideas using more complex structures. They could use connectives and varied structures to link their ideas and opinions clearly.

These students did not rely on rote-learned information, but were able to express themselves at a normal pace with natural pauses in the discussion. Students who did not score highly did not have a good control of basic grammatical structures. Their pronunciation of specific aspects of their topic was not clear and made it difficult for the assessors to understand fully what the students were trying to explain. Students who did not score highly should have ensured they had good command of the key words of their topic of discussion.

More information

Refer to the [VCE French study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/french/Pages/index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/French.aspx) for full details on this study and how it is assessed.