2023 VCE French oral external assessment report

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

Section 1: Conversation

What students did well

In 2023 students:

* engaged in a general conversation about their personal world and their interactions with the language and culture as learners. For example, students were able to give their thoughts about their interactions with French – especially if they had travelled to France, been to New Caledonia or even attended events run by the AFTV or the Alliance Française.
* provided a range of relevant information, ideas and opinions with an appropriate depth. For example, students were able to expand on information they were providing about themselves, their family and what they liked / didn’t like doing.
* elaborated on, clarified and defended ideas and opinions. For example, most students were able to explain the reason why they liked or didn’t like something.
* used appropriate vocabulary. For example, students were confident with the use of everyday vocabulary around family and leisure.

Areas for improvement

Students should:

* practise answering a range of questions to be able to advance the conversation. Where possible, students need to be able to lead the conversation about their personal world and their interactions with the French language and culture.
* practise using more complex sentence structures and syntax
* practise using repair strategies to advance the conversation when needed. For example, students need to work on carrying the conversation forward. They also need to work on answering the question first before elaborating on it.
* revise grammar, such as verbs using *être* as an auxiliary.

Section 2: Discussion

What students did well

In 2023 students:

* clearly introduced the focus of their subtopic chosen from either the prescribed theme ‘The French-speaking communities’ or the prescribed theme ‘The world around us’, alerting assessors to the image brought to support the discussion of the subtopic. Students supplied key words about their subtopic so assessors could ask questions using those key words to start the discussion.
* engaged in a discussion using relevant information, ideas and opinions. Most students had clearly chosen their subtopic themselves and had a range of content and ideas to discuss. Higher-scoring students had chosen subtopics such as *la mode* é*ph*é*m*è*re* (fast fashion) and *l’influence de la gastronomie française* (the influence of French gastronomy).
* used appropriate vocabulary.

Areas for improvement

Students should:

* choose an appropriate subtopic to suit ability and interests and an image that supports discussion about the selected subtopic. For example, some students chose subtopics that they found challenging, especially if they didn’t have enough general knowledge about them.
* prepare a wide range and depth of information, ideas and opinions with an original perspective on the subtopic. For example, students need to ensure that they have a few key points they can develop on in their subtopic of choice.
* use the image to support the discussion on the subtopic. For example, students need to ensure that the image of their choice helps them expand on the key points they would like to make about in their discussion.