2024 VCE French oral external assessment report

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.

Section 1: Conversation

What students did well

In the 2024 examination, students:

* engaged in a general conversation about their personal world and their interactions with the language and culture as learners. Students drew on their experience in the French classroom, both what they enjoyed the most and what they found difficult. Some students referred to the French‑language movies they had watched and the Francophone music they were listening to. Some students also drew on a family trip to France or another French-speaking country, or an experience of going on an exchange
* provided a range of relevant information, ideas and opinions with an appropriate depth. High-scoring responses consisted of first answering the question and then adding extra relevant information and details, giving opinions without being prompted
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. High-scoring responses led the conversation on to the topics the student wanted to mention by ensuring their ideas had a connection from one topic to the next. For example, a student could start on the family topic, mentioning what leisure activity they enjoyed with a particular family member, and then make a connection to another one of their favourite leisure activities
* used appropriate vocabulary.

Areas for improvement

In preparation for the examination, students could:

* practise answering a range of questions to be able to advance the conversation. Students should be prepared to answer questions related to a variety of topics such as their education and aspirations (for VCE and beyond), their family and friends, their leisure activities and their experience as a French learner. Students should work on how their various topics of conversation can interconnect
* build confidence through practising interactions in the language. It is important for students to regularly practise different ways of expressing what they would like to talk about during their oral examination, as the examination should be as spontaneous as possible
* practise using repair strategies to advance the conversation when needed. Students should be aware that they may not be asked exactly the same questions that they have prepared for, the wording of questions may differ from the ones they practised, and they should be ready to ask the assessors to rephrase or clarify what is being asked as needed
* revise grammar, including gender errors, for example, incorrectly using le nourriture instead of la nourriture (the food), le musique instead of la musique (the music), le culture instead of la culture (the culture); basic verb tense errors, for example incorrectly using j’ai allé instead of je suis allé (I went), and j’ai vouloir instead of j’ai voulu (I wanted); and pronouns, for example, incorrectly using avec il instead of avec lui (with him) or avec eux ( them).

Section 2: Discussion

What students did well

In the 2024 examination, students:

* demonstrated in-depth knowledge of their subtopic chosen from one of the the prescribed theme ‘The French-speaking communities’ or ‘The world around us’. Students who worked on a subtopic of particular interest to them were able to really expand on their ideas and demonstrate their broader knowledge of the given subtopic. They were able to demonstrate their clear understanding of the context and the period in which their subtopic was embedded
* engaged in a discussion using relevant information, ideas and opinions. Well-prepared students who worked on a subtopic of particular interest to them were able to make consistent connections between their information, ideas and opinions. They could clarify and expand without prompting. High-scoring responses used the image as a springboard for the student’s ideas (i.e. pointing at a part of the image and explaining that this particular part refers to this particular idea, and then giving points of view on this idea)
* used appropriate vocabulary. Well-prepared students demonstrated a very good range of vocabulary based on their topic of choice.

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit ability and interests and an image that supports discussion about the selected subtopic. Students should choose a subtopic that they feel interested in and that will be suitable for their ability. The image should be chosen after the study of the topic, so that students can choose an image that is relevant to the ideas they want to express. The image is a point of reference to illustrate what the discussion is about. It helps students to expand on key points that they would like to make in the discussion
* avoid listing facts without expressing a point of view, or presenting general knowledge as research. Students should always support any of their facts with their opinion and views on the matter. It is important for students to have views and different perspectives on the information they are delivering. Assessors may ask them why this particular fact is relevant and what their views on it are
* use the image to support the discussion on the subtopic. Students should use the image as a point of reference to illustrate what they are discussing. They should make connections between their ideas and the image (for example, ‘My point, as you can see, is illustrated here in my image’)
* build vocabulary specific to the selected subtopic
* practise describing the relevance of the image to the subtopic.