External Assessment Report 2012 Intermediate 2 French

- Candidates had been well prepared by centres and there were few really poor performances.
- Number of presentations 4,532.
- Performance of candidates was of a high level, with some excellent performances in Reading and Writing and where there were a few poor performances these were mainly in Listening and Writing
- Average Speaking grade: 24/30

Candidate performance in reading and advice to centres

- Average Reading grade: 20.9/30
- Most candidates coped well with the 3 short reading texts with marked improvement in performance in the longer fourth passage
- In text 1, 'L'Hôtel de ville' was translated as 'the town hotel' and 'le logement' proved difficult.
- In text 2 many candidates did not give details ('des bijoux **en argent**'; **'**des produits **en cuir**'**; 'des jouets en bois'**).
- In text 3 many encountered problems with 'pour tous les goûts.
- In text 4, many failed to recognise journée and struggled with 'le plus beau mannequin'; 'de faux espoirs'; 'la facilité avec laquelle'.

Advice to centres

- Candidates should be guided by the number of points awarded for each question.
- They should give as much detail in their answer as they have understood, but should be discouraged from giving extraneous information as this is likely to be penalised.
- Centres need to ensure that candidates have had sufficient practice at reading longer texts, similar in length and complexity to that set in Question 4.

Candidate performance in listening and advice to centres

- Average Listening grade = 13/20
- Performance in Listening was disappointing in comparison to performance in the other skills.
- Many candidates find it difficult to retain the specific details
- Many candidates fail to gain easier points owing to the inability to recognise numbers (15 heures par jour), time phrases (de 9 heures à 13; à 18 heures) and familiar vocabulary, including 'ma propre chambre'; 'mon équipe'; 'se souvenir'; 'je vivais dans une ferme'.
- Passage 3 proved the most difficult, with many candidates understanding part of the answer but unable to give sufficient details (eg trois voitures et une moto; les aéroports ont dû annuler certains vols).

Advice to centres

- Centres should ensure that candidates are able to give **accurate** answers   and have sound knowledge of numbers, common adjectives, weather expressions, prepositions and question words
- Candidates should be encouraged to make use of the third listening to check the accuracy and specific details of their answers.

Candidate performance in writing and advice to centres

- Average writing grade: 14.5/20
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- Many candidates did **not** give long lists of subjects that they are studying or have studied, but instead gave the reasons for, or benefits of, their subject choice.
- The Writing task was the element that produced the greatest range of performances — from very good to poor.
- Weaker candidates struggled to incorporate learned material with the required level of accuracy to achieve a satisfactory performance.
- Very few candidates failed to address the compulsory bullet points, but the weaker candidates were not well prepared to give reasons for their application, nor to deal with requesting information about the job and were unable to form comprehensible questions.
- A few candidates seemed unaware of the formal tone required when writing a job application.

Advice to centres
- Centres should ensure that candidates are careful when they read the information regarding the job for which they are applying
- Candidates should be discouraged from writing long lists of school subjects and repeating the list using past or future verb tense
- They should be trained to complete the opening sentence provided with correct job
- They should ask **specific questions** about the job rather than provide a general statement such as 'Envoyez-moi des renseignements …'
- They should use the dictionary to check the accuracy of what they have written (spelling, accents, genders etc) but **not** to create new sentences
- Extended criteria used in assessing writing should be shared with candidates so that they are aware of what is required in terms of content, accuracy and range and variety of language to achieve the good and very good categories