



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

**JUNIOR CERTIFICATE EXAMINATION 2005**

**FRENCH**

**ORDINARY LEVEL CHIEF EXAMINER'S REPORT**

**HIGHER LEVEL CHIEF EXAMINER'S REPORT**

# Contents

<b>1.</b>	<b>General Introduction</b>	<b>3</b>
1.1.	The Syllabus	3
1.2.	The Examination	3
1.3.	Number of Candidates	5
<b>2.</b>	<b>Ordinary Level</b>	<b>7</b>
2.1	Introduction	7
2.2	Performance of Candidates	8
2.3	Analysis of Candidate Performance	9
2.4	Conclusions	17
2.5	Recommendations to Teachers and Students	18
<b>3.</b>	<b>Higher Level</b>	<b>20</b>
3.1	Introduction	20
3.2	Performance of Candidates	21
3.3	Analysis of Candidate Performance	22
3.4	Conclusions	30
3.5	Recommendations to Teachers and Students	31
<b>4.</b>	<b>Exemplars of Standard</b>	<b>34</b>
4.1	Ordinary Level	35
4.2	Higher Level	41

# Junior Certificate French Examination

## 1. General Introduction

### 1.1 The Syllabus

The current syllabus for Junior Certificate French was introduced in 1993 and examined for the first time in 1995. It is examined at two levels, Higher and Ordinary, but the syllabus is common to both. It is a communicative syllabus, organised around the needs, expectations and interests which pupils bring to the foreign language classroom. Tasks assessed involve both productive use of the language (oral and written skills) as well as receptive use (reading and listening comprehension).

### 1.2 The Examination

The Junior Certificate Examination in French, at both levels, is comprised of four components: an optional oral examination, an aural test, and a written paper containing both reading comprehension material and a written production section. The marks allocated are as follows:

		<b>Higher Level</b>	<b>Ordinary Level</b>
(a)	Part I – Listening Comprehension	140 marks	140 marks
(b)	Part II – Reading Comprehension	100 marks	120 marks
(c)	Part III – Written Expression	80 marks	60 marks
	<b>Total:</b>	<b>320 marks</b>	<b>320 marks</b>
(d)	Oral Examination (Optional)	80 marks	80 marks
	<b>Total:</b>	<b>400 marks</b>	<b>400 marks</b>

The vast majority of candidates sit the written paper only. Candidates who do not choose to sit the optional Oral Examination are marked from a possible total of 320 marks.

## **Oral Examination**

This examination is optional and school based. It is administered and assessed by the candidate's teacher. The test lasts between five and ten minutes and teachers may choose to use their own format or to use the format suggested by the SEC. This comprises two parts:

- (a) General Questions                      32 marks (8 x 4 marks)
  
- (b) Role Plays                                48 marks (2 x 24 marks)

Where a teacher chooses to use his / her own format, a copy of this and the marking scheme are forwarded to the State Examinations Commission. Candidates are recorded, and the recordings are retained in the schools or may be forwarded to the Commission, as requested.

## **Written Examination**

This examination lasts two and a half hours for both Higher Level and Ordinary Level candidates. The paper comprises three sections:

### Section I: Listening Comprehension

In this section, normally divided into five sub-sections, candidates are required to listen to a number of announcements, news bulletins, conversations or telephone messages in French and to answer the accompanying questions in Irish or English. They are assessed on their ability to comprehend the material.

### Section II: Reading Comprehension

This section comprises a number and variety of reading comprehension exercises. Material may include warning and information signs and notices, menus, advertisements, short newspaper or magazine reports, letters, forms and transcriptions of conversations. Candidates are assessed on their ability to understand the main elements.

### Section III: Written Production

This section tests written productive skills. Candidates are required to answer two questions. One question requires them to write a letter in French, based on a number of stimuli. This may be a short personal letter or a more formal letter, where the candidate is writing for information or making a booking. The second question requires the candidates to write a postcard or a note, again based on stimuli provided. Candidates are assessed on their ability to respond appropriately and accurately in French.

### **1.3 Number of Candidates**

56,792 candidates sat the Junior Certificate Examination in 2005. A total of 36,194 candidates presented for the French examination, very similar to the 2004 figure. This figure represents 63.7% of the total candidature.

The total number of candidates sitting the Higher Level paper increased by 4% this year, with a corresponding decrease in the number taking the Ordinary Level paper.

**Table 1: Junior Certificate French participation rates 2002 – 2005, at each level**

<b>Year</b>	<b>Total French Candidature</b>	<b>Higher Level</b>	<b>% of Total</b>	<b>Ordinary Level</b>	<b>% of Total</b>
<b>2002</b>	40,523	27,156	67%	13,367	33%
<b>2003</b>	39,323	26,337	67%	12,986	33%
<b>2004</b>	36,299	23,700	65%	12,599	35%
<b>2005</b>	36,194	25,208	69%	10,986	31%

### **Numbers taking Optional Oral Examination**

The number of candidates taking the optional Oral examination rose in 2005, with a total number of 503 students choosing this option. The percentage figure increased to 1.16% in 2005 compared with 0.5% over the previous three years.

## Ordinary Level Oral Candidates

127 Ordinary Level candidates sat the Optional Oral examination, almost double the 2004 numbers. However, there was a decrease in the number of candidates achieving A and B grades this year.

**Table 2: Percentage results for Ordinary Level candidates taking the Optional Oral Examination**

Year	Total	A	B	C	D	E	F	NG
2002	75	1.3%	30.7%	40%	22.7%	5.3%	0%	0%
2003	61	1.6%	27.9%	45.9%	18.0%	6.6%	0%	0%
2004	66	3.0%	22.7%	43.9%	27.3%	3.0%	0%	0%
2005	127	0.8%	17.3%	44.9%	31.5%	5.5%	0%	0%

## Higher Level Oral Candidates

A total of 376 candidates sat the Optional Oral examination at Higher Level, showing a very slight decrease from the numbers taking this option in 2004, although the percentage figure remained similar, 1.5% compared with 1.7% in 2004. The number of candidates achieving an A grade was down to 10.1%, broadly in line with the overall A grade of 9.2% achieved by those who sat the written component only.

**Table 3: Percentage results for Higher Level candidates taking the Optional Oral Examination**

Year	Total	A	B	C	D	E	F	NG
2002	377	20.7%	29.7%	31.1%	17.2%	0.3%	0%	0%
2003	306	21.2%	30.1%	29.1%	18%	1.6%	0%	0%
2004	396	17.4%	33.8%	32.6%	15.2%	1.0%	0%	0%
2005	376	10.1%	36.4%	34.3%	17.6%	1.6%	0%	0%

## 2. Ordinary Level

### 2.1 Introduction

The analysis of candidate performance and the conclusions and recommendations contained within this report are based on the detailed reports submitted by the Assistant Examiners, Advising Examiners, and Chief Advising Examiner at Ordinary Level. It is hoped that this report will prove helpful to both teachers and students in their classroom practice and in their preparation for future examinations.

This report should be read in conjunction with the following materials:

- The Junior Certificate French syllabus, contained in Rules and Programmes for Secondary Schools 2000/2001
- The Junior Certificate Ordinary Level 2005 Written Paper and Listening Comprehension CD
- The Marking Scheme for the Written Paper ([www.examinations.ie](http://www.examinations.ie))
- State Examinations Commission Circular S61/01 and Guidelines for the Administration and Marking of the Optional School-based Oral Test

## 2.2 Performance of Candidates

A total of **10,986** candidates sat the 2005 French examination at Ordinary Level. Of these, only 127 presented for the optional oral examination. 188 students were awarded a bonus for Irish. The total number of candidates sitting French at this level shows a decrease on the 2004 figure, due to a greater number candidates opting to take the Higher Level paper in 2005.

**Table 2: Performance of Ordinary Level candidates from 2002 to 2005**

<b>Year</b>	<b>Total</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>NG</b>
<b>2002</b>	13,367	1.6	20.00	34.8	28.7	12.8	2.1	0.1
<b>2003</b>	12,986	3.5	25.1	33.5	24.7	11.1	2.0	0.1
<b>2004</b>	12,599	2.8	22.1	32.8	26.3	13.2	2.7	0.1
<b>2005</b>	10,986	2.9	21.4	33.6	28.5	12.3	1.3	0.1

The results for 2005 are broadly in line with those of the previous years. The combined A+B+C result was 57.9%, while the combined E+F+NG result was 13.6%.

## 2.3 Analysis of Candidate performance

### Section I - Listening Comprehension

There are five parts in this section, A, B, C, D and E, with a possible total of 140 marks.

#### **Part A : Dialogues**

This section was quite well answered on the whole, although only the better candidates achieved full marks.

Q.3 was the best answered in this section. Candidates were possibly helped by the words “*cage*” and “*jardin*”. Candidates were less successful at Q.1, with (b) and (c) being the most frequent wrong answers, perhaps because there was a reference to “*football*” and “*chocolat*” in the conversation. Candidates had difficulty also with Q.2, with many candidates incorrectly interpreting “*samedi*” as Sunday

#### **Part B : Personal Presentations**

Less able candidates had great difficulty with this section. Some failed to attempt it at all, despite simple questions such as “age” and “number of sisters”. Some also answered in French, thus getting no mark for those questions. Most candidates seemed to find the questions on the first speaker, Caroline, easier to answer than those on the second speaker, Karim.

##### ***First Speaker (Caroline)***

The questions on Caroline’s age and on the number of sisters she had were generally well answered, and candidates were also able to identify her place of work. They were mostly able to identify the present she received also, though there was some evidence of guesswork here.

The description of Gérard posed greater difficulty for some candidates. The most frequent correct answers were “nice”, “big”, “tall”, “aged 20”. “Green eyes” appeared occasionally but the correct answer, “grey eyes”, was rarely given.

### ***Second Speaker (Karim)***

Many candidates had problems identifying Karim’s country of origin and the language he spoke. His occupation also caused difficulty, with “policeman” and “chef” as frequent incorrect answers.

For one of his pastimes “cooking” and “motorbikes” were the most popular correct answers. “Inviting friends” was rarely given. Some candidates seemed to interpret “*mer*” as “mother”, leading to a variety of answers such as “bringing his mother out”.

His wife’s occupation was often incorrectly given, with many candidates writing “chef”, having picked up on the idea of cooking mentioned earlier in the section.

### **Part C : Conversations**

**Section C:** Few candidates scored full marks in this section, almost all stumbling at the spelling question. There was much evidence of guesswork in the multiple choice questions.

**Q. 1** Frequently incorrect with (d) most often given, revealing that candidates recognised “*gauche*” at the end but had not followed the full dialogue.

**Q. 2** This was only reasonably well answered and yet “*chemise*” is very basic vocabulary.

**Q. 3** Reasonably well answered.

**Q. 4** Candidates could not deal with the spelling effectively, suggesting some difficulty with identifying the French alphabet. It was rare for a candidate to get all three letters correct. “G” was the most frequently recognised.

**Q. 5** This was the question which candidates found easiest to answer correctly in this section.

#### **Part D : Extended Conversation**

Candidates coped really well with this section, with most candidates getting four out of the five questions correct.

**Q. 1** The time given was usually correct.

**Q. 2** Well answered.

**Q. 3** There was a lot of evidence of guesswork in this question. Candidates listed several possibilities, with incorrect answers such as “suntan” and “sleeping bag”.

**Q. 4** Well answered.

#### **Part E : News Items**

This is traditionally the most difficult section in the Listening Comprehension. Candidates found this section challenging and indeed many failed to score any marks at all.

**Q. 1** Reasonably well answered.

**Q. 2** Rarely correct. Many candidates wrote “5” or “50” instead of “500”.

**Q. 3** Seldom correct. Many candidates chose (d), possibly because of the word “*cave*”.

**Q. 4** Reasonably well answered.

**Q. 5** This posed great difficulty for candidates. Many had the answers in the wrong place, i.e. “cloudy” in North and “cold” in West. It was rare to get both answers correct.

## Section II – Reading Comprehension

This section was obviously more accessible to candidates. Most candidates scored well gaining 90 or more marks. There were eight parts in this section, with thirty questions.

**Q. 1** Full marks were regularly attained in this question. Some candidates had difficulty with images 1, 4, 8, 9 and 10. Very few candidates scored badly here.

**Q. 2(i)** Well answered. The most frequent incorrect answer was (c), suggesting guesswork based on the picture of the bus.

**Q. 2(ii)** The first part of this question was quite well answered. The second part showed much evidence of lack of knowledge of the days of the week. The opening hours for Friday were most frequently given instead of those for Wednesday.

**Q. 3** Both parts were well answered.

**Q. 4** Candidates did well in this question, many scoring full marks. Pia, Marine and Laetitia were the names most frequently correct.

**Q. 5** Candidates followed the instructions well here and it was rare that more than eight ingredients were ticked. It was well answered with only some candidates having difficulty with “flour”. “Milk” was the most common incorrect answer and “parsley” and “lemon” were also popular incorrect answers. However, the second question posed more difficulty. Few candidates understood the phrase “*allumer le four*” and there was much evidence of guesswork. The fact that any mention of “oven” was accepted benefited many candidates.

**Q. 6** Reasonably well answered, although only the most able candidates got full marks. The multiple-choice question was less well-answered, with candidates frequently choosing (b) as an incorrect answer.

**Q. 7** The question on where Élodie lived was very well answered. Most candidates coped well with the second question also, with only a small number having difficulty with the word “*l’ainée*”.

**Q. 8** Candidates had difficulty with the first question and many answered in French, showing a surprising inability to understand “*au bord d’un lac*”. Candidates also found the second part difficult and again many answered in French. There was also much evidence of guesswork about Garou’s family life. Some candidates did not attempt this question.

### Section III – Written Expression

The tasks in this section were extremely accessible and examiners were pleased to note that, as a result, a greater number of candidates attempted this section than in previous years. However, candidates who were scoring badly up to this either did not attempt the section or made a very poor attempt. Candidates who kept their sentences short and simple fared better than those who made an attempt to develop points.

#### **Q. 1 Letter:**

**Format:** Some candidates omitted the formula totally, thus losing eight easy marks. The most evident errors were:

- No comma after the placename
- “*le*” omitted in the date
- Wrong spelling of the month
- “*Cher*” / “*Chère*” incorrectly used
- Incorrect spelling of the closing formula
- No signature

**Communicative Tasks:** The points required were very straightforward and a large number of candidates attempted almost all points.

**Accuracy of Expression:** The straightforward nature of the letter meant that candidates did better than usual in accuracy of expression. Points 1, 2, 4 and 6 were the best attempted.

#### **P1 Introduce yourself**

Generally quite well answered. Many candidates could not spell “*Je m’appelle*” correctly.

**P2 State your age:**

The use of “*avoir*” for age posed the usual problems. Many who did attempt to use this verb did so incorrectly. There were many examples of “*je suis*”, and the word “*ans*” was frequently omitted. Candidates had difficulty in spelling numbers correctly.

**P3 Your family**

Usually well attempted. Some candidates developed the point quite well. “*Frère*” and “*soeur*” were frequently misspelled. Possessive adjectives were frequently incorrect, “*mon*” being used indiscriminately for masculine, feminine, singular and plural. Candidates often used the Irish form of the possessive (mo = my).

**P4 Where you live**

Quite well attempted. Some candidates again had spelling difficulties with “*j’habite*”. Few went beyond stating simply where they lived, with very little extra information. Again, the use of Irish was noticeable (i = in).

**P5 Ask about his / her family**

Candidates had difficulty with forming the question here and this point was not attempted very frequently.

**P6 Interests**

Generally well attempted. At times it was difficult to separate this point from P7.

**P7 Something you did at the weekend**

This point was hard to distinguish from the previous point because of the inability to use the passé composé or to make it clear that it was last weekend. Most candidates used the present tense.

**P8 Ask about a pet**

As with P5, candidates had difficulty in forming a question and so this point was badly answered when attempted. Candidates talked about their own pets.

**P9 Food you eat**

Quite well done when attempted. Candidates had difficulty with “*du*”, “*de la*”, etc.

## **Question 2 Postcard / Note**

### **2(a) Postcard:**

The vast majority of candidates chose to attempt the postcard rather than the note. As with the letter, the points required were very accessible to students at this level. Points 1, 2 and 3 were the best answered.

### **PA You are on holidays**

Some candidates attempted this point, which appeared in the introduction to the question, and most of these had difficulty with the spelling of “*vacances*”.

### **P1 That you are camping**

Most candidates got this point across but their accuracy of expression was very weak. “Camping” was often given in Irish or confused with “*campagne*”. Most had difficulty using the verb “*faire*”.

### **P2 Who you are with**

Again, candidates could communicate who they were with but there was a lack of knowledge of “*avec*” and the Irish “*le*” was frequently used. Very many candidates mentioned that they were with their family, even though the introduction to the postcard mentioned “with friends”. However, the marking scheme did not penalise this.

### **P3 Beside the sea**

This was quite well attempted although “*mère*” was frequently used instead of “*mer*”. A lot of candidates could not handle the phrase “*au bord de la mer*” and used a reference to “*la plage*” instead.

### **P4 Enjoying yourself**

A lot of candidates had the expression “*Je m’amuse*”. Some candidates had problems with the spelling and some omitted the reflexive “*me*”.

**2(b) Note:**

The note was chosen by few candidates and, where chosen, was rarely well attempted. Candidates found the points quite difficult to answer.

**PA You have a problem**

This was very rarely attempted as a point.

**P1 You can't go to the swimming pool**

Many candidates did not have the word for "swimming pool" and expressed this with "*natation*". They also had difficulty with the negative.

**P2 You are sorry**

Few candidates could express "I am sorry" effectively.

**P3 Why you can't go**

Possibly the best attempted point. There was usually a reference to someone being sick.

**P4 Ask him / her to ring later**

This point was rarely and poorly attempted. Candidates could not use the imperative. In some scripts "*portable*" and "*telephone*" were used with little else.

## 2.4 Conclusions

- The 2005 paper was considered to be fair, offering candidates a broad range of topics and vocabulary.
- The overall performance of candidates in this examination was in line with that of previous years.
- The number of candidates who sat the optional oral examination at this level increased from 66 to 127.
- Candidates had most difficulty with the Listening Comprehension section, but dealt quite well with the Reading Comprehension and Written Production.
- More candidates attempted the written section than in previous years, possibly due to the accessible nature of the points required in the Letter.

## 2.5 Recommendations to Teachers and Students

The standard of answering by the 2005 Ordinary Level candidates showed the hard work put in by many students and the comprehensive preparation done by their teachers in the classroom. Candidates are to be complimented on their endeavours, particularly on their improved attempts at answering the Written Production questions. The following points, however, may be helpful for the future.

### Teachers:

- Teachers should refer to the published Marking Scheme. It is designed to be used as a resource and a guide.
- Teachers should ensure students have regular, balanced practice in all of the language skills, listening, speaking, reading and writing.
- Teachers should reinforce basic vocabulary as often as possible so that students have repeated exposure to everyday topics like the alphabet, numbers, days of the week, school subjects, parts of the body, weather, hobbies, occupations, rooms in the house, etc. as set out in the Syllabus.
- Teachers should practice reading short passages / articles in class so that students can become accustomed to focusing on finding the answer they need and ignoring extraneous material.
- Teachers should give students practice in exam technique, e.g. attentive and intelligent reading of the paper, how to attempt multiple-choice questions.
- Teachers should use a map of France to make students aware of places / cities in France and of other countries in which French is spoken.
- Teachers should encourage students to attempt all sections of the paper and all questions, particularly the written production.

- The format of the letter is an area where all candidates could get full marks. Teachers should emphasise to students the need for accuracy here.
- Teachers should encourage candidates capable of getting an A or a B at this level to attempt the Higher Level paper, particularly if they are showing a good degree of accuracy in Written Expression.

### **Students:**

- Students should read all instructions carefully and fully and make sure they answer all the Listening and Reading sections in Irish or English, not French.
- Students should attempt every question on the examination paper. Even if unsure of the correct answer they still have a reasonable chance of gaining marks, particularly in the multiple-choice questions.
- Students should read over the Listening Comprehension questions before the recording starts. It will make it easier to pick out the correct word or phrase when they hear the conversation.
- Students should learn the basic words which come up almost every year, such as *days of the week, dates, numbers, family members, hobbies, clothes, directions, weather forecast*, etc. This should really help them to answer the Listening Comprehension questions.
- Students don't have to be able to understand every word in the Reading passages. Instead, they should look for a particular word or phrase. They should always read the questions carefully so as to be sure they are answering to the point.
- Students should make sure they attempt both parts of the Written Production, the postcard / message and the letter. They should refer to past examination papers. Short, simple sentences are fine.
- Students should learn how to set out their letter using the correct formula for opening and signing-off. This will make it easy to gain a possible eight marks.

## 3. Higher Level

### 3.1 Introduction

The analysis of candidate performance and the conclusions and recommendations contained within this report are based on the detailed reports submitted by the Assistant Examiners, Advising Examiners, and Chief Advising Examiner at Higher Level. It is hoped that this report will prove helpful to both teachers and candidates in their classroom practice and in their preparation for future examinations.

This report should be read in conjunction with the following materials:

- The Junior Certificate French syllabus, contained in Rules and Programmes for Secondary Schools 2000/2001
- The Junior Certificate Higher Level 2005 Written Paper and Listening Comprehension CD
- The Marking Scheme for the Written Paper ([www.examinations.ie](http://www.examinations.ie))
- State Examinations Commission Circular S61/01 and Guidelines for the Administration and Marking of the Optional School-based Oral Test

### 3.2 Performance of Candidates

A total of **25,208** candidates sat the 2005 French examination at Higher Level. Of these, 376 presented for the optional oral examination. 903 candidates were awarded a bonus for Irish. The total number of candidates sitting French at this level showed an increase of 4% on the 2004 figure and of 2% over the 2002 and 2003 figures.

**Table 3: Performance of Higher Level candidates from 2002 to 2005**

<b>Year</b>	<b>Total</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>NG</b>
2002	27,156	10.3	25.2	32.2	24.8	6.7	0.7	0.1
2003	26,337	10.0	24.6	33.5	25.3	6.1	0.5	0.0
2004	23,700	9.6	26.4	34.6	23.0	5.7	0.6	0.0
2005	25,208	9.2	26.1	34.6	23.8	5.7	0.5	0.0

The results for 2005 are broadly in line with those of the previous years. The combined A+B+C result was 70%, while the combined E+F+NG result was 6.2%.

### 3.3 Analysis of Candidate Performance

#### Section I: Listening Comprehension

There are five parts in this section, A, B, C, D and E, with a possible total of 140 marks. Overall, examiners were generally pleased with the performance of candidates in the aural section. Of the five sub-sections, the best answered was undoubtedly part A, while part E was considered to be the least well answered by the general cohort of candidates.

#### **Part A : Dialogues**

This question is usually very accessible for nearly all candidates and intended to reassure them at the start of the examination. This year was no exception and the vast majority of candidates scored full marks in part A.

#### **Part B : Personal Presentations**

##### *First Speaker (Caroline)*

This part was generally considered to be somewhat more challenging. The first difficulty concerned the one detail required about Nîmes. Many candidates appear to have heard only the word “*grande*” in the phrase “*pas trop grande*” and hence gave an answer that was incorrect, i.e. “big”. A small number of candidates conveyed the impression that they understood Nîmes to be a person, which highlights once again the need to place more emphasis on cultural awareness in the classroom. There were problems too with what Gérard studied. Clearly, a majority of candidates did not understand the term “*langues*”. As for the colour of his eyes, a surprisingly large number of candidates misinterpreted “*gris*” as “green”.

##### *Second Speaker ( Karim)*

For the second speaker, Karim, very few candidates understood “*Maroc*”. This was another instance of the need for more teaching of cultural awareness. It has been noted in previous years that many candidates seem to learn only the countries of Europe. The questions

relating to Karim's father, his pastimes and where he went at weekends were generally well answered. In particular, candidates generally did well in understanding the words "*mécanicien*" and "*la moto*". However, the final two questions were poorly answered on the whole. Many candidates did not understand the word "*fatigant*" and, for the last question, a very large number obviously misinterpreted the word "*s'amuser*" and gave the incorrect answer "music".

### **Part C : Conversations**

The standard of answering for this section was quite mixed.

**Question 1** Most candidates understood the word "*stade*". The most common incorrect answer encountered was "station". In 1(b) the vast majority got two of the three marks available, but many missed out on the third mark because they didn't know "*après le lycée*" or "*sur votre gauche*".

**Question 2** The word "*chemise*" was mostly well known, but at least half of all candidates who chose to focus on the word "*jolie*" on the CD gave the incorrect answer "yellow", obviously confusing "*jolie*" with "*jaune*".

**Question 3** This was well answered, especially the day of the week.

**Question 4** Examiners were surprised at the high number of candidates who didn't know the word "*ventre*". The spelling was generally well answered, with most getting full marks here.

**Question 5** Only a small percentage knew "*montre*", which was surprising. Many candidates heard the phrase "*en argent*" and misinterpreted it as "money". Because of the way that parts (a) and (b) of this question were linked, a candidate who had chosen the wrong answer for the first part, was immediately in difficulty with the second answer.

## **Part D : Extended Conversation**

This was, after Part A, the most successfully attempted part of the aural exam. There were not many problems but the most common errors were in interpreting the French word “*car*” as motor-car. In Question 3 (b), many candidates answered “not to bring any”. However, the readily accessible vocabulary of Part 4, plus the wide choice of possible answers, meant that marks were high for this part.

## **Part E : News Items**

There was a consensus among examiners that this was a challenging part of the Aural. Nevertheless, examiners were very disappointed with the standard of answering because, despite some difficult vocabulary, the topics (weather, sports report, etc.) were very predictable. Many candidates misread Question 1(a) and took it to be “when” rather than “for how long”. Thus, instead of the correct answer, one commonly came across “at the weekend”. There was surprise, even amazement, that so few candidates got the numbers correct in Question 2(a) and again in Question 4(b). “*Cinq cents*” and “*soixante-douze*” should not have posed problems for Higher Level students.

In Question 3, the answering was very poor, with widespread guesswork. Few candidates got the idea of someone being missing. “Fire” and “robbery” were the most common incorrect guesses. Nor was “*cave*” generally understood, with more widespread guesswork in evidence. In Question 4(a), only a minority knew “*Autriche*”, with “Australia” being the most common error. Even the very predictable question on the weather was not generally well answered. Several examiners commented on the fact that many candidates lost marks by giving two or three answers from the list, although the question on the examination paper specifically said “select the word”.

## Section II – Reading Comprehension

There were nine questions to be answered in this section, for a possible total of 100 marks. The first six questions were all considered to be quite reasonable but the final three questions, in particular questions 7 and 9, proved challenging.

**Q.1** A very predictable question on signs. This was well answered and the great majority of candidates scored full marks here.

**Q.2** Also well answered. Whenever a candidate failed to secure full marks, it was usually because part (c) - the multiple choice question - had been answered incorrectly. This resulted from a failure by many candidates to recognise “*il s’est endormi*”.

**Q.3** In part (a) the incorrect answer, “American”, was given very frequently. This arose because some candidates focused only on the title and not on the passage itself. Part (b) was not well answered either and again many examiners commented on the amount of obvious guesswork they encountered. The majority of candidates had no problems with either part (c) or (d).

**Q.4.** This question was well answered, especially part (a). There was slightly more difficulty with part (b), although some candidates unfortunately took “*dix ans*” to be “six years”.

**Q. 5** A very popular passage and generally well answered. The adventure theme was interesting and the vocabulary quite accessible for students at this level. The vast majority gained at least sixteen of the twenty marks available.

**Q.6** No problems at all for the vast majority of candidates. Apart from some of the less able candidates, full marks were very common for this question.

**Q.7** Although this text related to a school situation, candidates found it difficult. Only the better students seem to have been able to grasp the meaning of the passage. In part (a), both answers were usually incorrect, and quite often no attempt was made to give any answer. Only in part (c) was there any noticeably better answering. About half of all candidates recognised “*ordinateurs*”.

**Q.8** Not as badly answered as Q.7, but only the very able students gained a high mark. In part (a), the word “*stage*” was not understood by the majority. There were frequent references to going on stage or to the theatre. Others latched on to the word “*Tours*”, completely misinterpreting it to refer to “going on a tour”, although the capital letter should

have made clear that it was a place name. Part (b) caused the least amount of difficulty. In part (c), whilst some candidates did give the correct answer “rice”, there were also numerous errors, such as “frogs” or “fireflies”. Candidates giving the answer “frogs” had clearly not read the question, which referred to a product grown in the area. In part (f), the verb “*se ressourcer*” was considered by many examiners to be too difficult a concept for students at this level to grasp.

**Q. 9** The topic of the passage, about becoming a father, was not considered very relevant or interesting to candidates in their mid teens. In addition, some of the vocabulary used (*concrétisation, gémellité, ne guère, déséquilibre, mensonge*, etc.) was extremely difficult and, although not essential to understanding the passage, may have been disconcerting for some students. Part (a) was not too badly answered but the remaining parts proved a challenge to many candidates. Although the phrases “*je m’organise*”, “*ne pas trop sortir le soir*” and “*on refuse les soirées organisées*” should not have caused candidates too much difficulty in part (c), some students simply abandoned the effort and resorted to guesswork. Thus, in part (e), the word “*mentir*” was often interpreted as Laurent being a “mentor” to his children, and “*les choses de la vie*” became “the choices in life”.

### Section III – Written Expression

#### **Question (a) Note**

The note was quite well written by most candidates, who often scored more highly than for the letter. Despite certain common errors, detailed below, the overall impression was that candidates performed reasonably well in this particular question.

**Point 1** Most candidates coped well here. “*Je t’invite*” was very frequently used, but it was often unclear to what the recipient of the note was being invited. Examiners commented also on how often “*samedi*” was spelt with a capital letter. Some candidates used “*dimanche*” instead. Quite a large number of candidates used the phrase “*juste un petit mot pour te dire...*” although with varying degrees of success in reproducing it. Many failed to integrate it properly into their sentence.

**Point 2** The main difficulty was that it was not always clear from what candidates wrote whether the friends mentioned were from school or being invited to the school. The word “*chez*” was often used as if it were a noun. Candidates were not confident using the passé composé of the verb “*inviter*” and tried to work around it by using “*venir*” and “*aller*” instead, again with varying degrees of success.

**Point 3** There were some difficulties in giving the time here. Candidates frequently resorted to the English manner of writing 11 p.m, or misspelled the word “*heures*”. The future tense of “*finir*” was often poorly conveyed and many candidates did not know the word for a party, some using the English word instead.

### **Question (b) Letter**

This year, candidates were given a choice of writing an informal letter or a formal letter. The vast majority (about 93 %) opted for the informal letter.

#### **(i) Informal letter**

Not many candidates secured all five marks available for Format. Some did not notice that the letter had to be dated in February or the 31<sup>st</sup> January. Of those who did use a date in February, very few included the accent aigu and thus lost one mark. However, the other elements of the format were usually well done. But incorrect spelling of “*chère*” and “*amitiés*” continues to be a problem.

**Point 1** This generally caused the most difficulty. While phrases conveying an apology, such as “*je regrette*” or “*je suis désolé*,” were commonly used correctly, the negative structure with the verb “*écrire*” was very problematic for many candidates.

**Pont 2** This point, which required use of the future tense, was generally well done. The fact that the candidates were given freedom to select their own activities also helped boost performance. The one negative here was that many candidates did not know the French for a “mid-term break”. Many used the phrase “*vacances d’été*”, with the word “*vacances*” often misspelled.

**Point 3** This was usually well done, although examiners commented on the number of perennial errors such as lack of *accent aigu* on the past participle and using the incorrect auxiliary verb in the passé composé found in scripts (*j'ai allé / je suis fait*, etc.). There was, unfortunately, very little use of the Imparfait.

**Point 4** This illustrated yet again the difficulty many candidates have with the interrogative, perhaps because candidates in the classroom may get more practice in answering questions in French as opposed to asking them. Candidates who used the inversion method (i.e. “*aimes-tu*”) coped better than candidates who attempted to use “*est-ce que*”.

**Point 5** This was well answered by most candidates, although not always greatly developed. However, some candidates lifted passages directly from Q.6 of the Reading Comprehension for this point. There was a lot of reliance on “*magnifique*” and “*fantastique*”, which were normally misspelled.

## **(ii) Formal Letter**

Although a formal letter is included in the Junior Certificate Syllabus, the fact that it had not appeared on the examination paper before meant that the majority of candidates had not made it the focus of their preparation. However, as a choice of letter was offered, it was felt that no student was at a disadvantage.

It was attempted by only a small minority. Examiners remarked on the fact that it was usually the less able candidates who selected this option. The fact that only four points were required, rather than five points in the informal letter, may have led some candidates to believe that this was the easier of the two options.

Many of the 7% of candidates who opted for the formal letter had only a vague notion of the format required in French and did not know the correct ending. Although most were aware that two addresses were necessary, these were almost always in the wrong position, and may have been used only because two addresses were given in the stimulus. There was also a failure to use appropriate language and register, with “*tu*” used instead of “*vous*”, along with

phrases such as “*Ça va?*” and “*Salut*”. The second point was most successfully expressed, with the other points often being poorly answered and barely attempted.

However, it was satisfying to see that a few candidates who attempted this question showed themselves to be well prepared and achieved a high grade.

### **General comments on Section III**

There was much that was positive about Section III in the generality of scripts. The vast majority of candidates attempted one or other of the letters. All five points were usually mentioned by those who answered the informal letter questions, and usually each point was set out in a separate paragraph. Finally, many examiners expressed great appreciation for the high level of French that they came across in so many scripts. Rich use of vocabulary, even idiomatic French, and clever exploitation of the stimulus material in the question was quite common, especially in the work of those candidates scoring high grades. Some examples of this are given below in the section on Exemplars of Standard.

### 3.4 Conclusions

- A higher proportion of candidates sat the Higher Level French paper in 2005, compared with the previous three years.
- The overall performance of candidates in this examination was in line with that of previous years.
- The percentage of candidates sitting the optional oral examination was broadly similar to that of the previous three years.
- There was evidence of a high level of achievement and competence in the work of a number of candidates.
- The Reading Comprehension contained some challenging passages, for which allowance was made in the marking scheme.
- Not many candidates appeared to be familiar with the layout of a Formal Letter, although it forms part of the Syllabus.
- There was evidence of the need for increased emphasis on cultural awareness among some candidates.

### 3.5 Recommendations to Teachers and Students

The fact that so many candidates achieved such high grades in this examination is a tribute not only to the work done by these candidates but also to the comprehensive preparation done by their teachers in the classroom. Nonetheless, the marking of the scripts does reveal a number of areas where the approach to teaching and to examination preparation can be improved.

#### Teachers:

- Teachers should consult the officially published Syllabus, with particular attention to the General Activity / Themes (both productive and receptive) which are set out.
- Teachers should ensure regular, balanced practice in all of the language skills: listening, speaking, reading and writing.
- Teachers should use French in the classroom as much as possible. This will prove of particular benefit when it comes to the Listening Comprehension.
- Teachers should ensure students are familiar with key vocabulary for everyday topics, e.g. family, hobbies, school, countries, numbers, food and drink, travel, etc. These should be reinforced as often as possible.
- Teachers should encourage an increased awareness of French culture and civilisation, and include some basic French geography, La Francophonie, etc. Maps of France and surrounding countries should be used to help students become familiar with place names such as *Nîmes*, *Tours*, *Le Maroc*, etc.
- As students seem to have great difficulty with the interrogative, teachers should give them increased classroom practice on asking questions in French.
- Teachers should insist on the correct use of accents and on correct spelling in general from the start of First Year.

- Teachers should ensure students have plenty of practice in the present, past and future tenses and in the basic grammatical elements, i.e. articles, plurals, agreement of adjectives, negation, etc.

### **Students:**

- Students should always read the questions carefully. Many students in this examination lost marks by answering questions that were not actually asked.
- Students should make an attempt to answer every question on the paper. If they find one section difficult, they should not give up, as they might find the next section easier.
- Students should use biro rather than pencil when writing their answers, as pencil fades and the answer can become illegible. They should ensure that handwriting can be read easily by the person marking the examination paper.
- Students should use capital letters when answering the multiple-choice questions, as this can avoid confusion.
- Students should learn how to ask questions in French. This is very important in the note and the letter.
- Students should be very familiar with the main tenses of the verbs before going into the examination.
- Students should revise vocabulary regularly. They should take a topic such as countries, pastimes, numbers, months, colours, etc. and go over one topic each day coming up to the examination.
- Students should carefully learn how to lay out a letter correctly, with the opening and closing formulas. They should aim to get the full five marks for format, even if they make mistakes in the body of the letter.

- Students should always read the introduction to the message / postcard and letter as well as the main points they have to answer.
- Students should never leave a blank in a sentence but think of a different way of wording what they want to say instead. Sentences should be kept short and simple, if necessary.

## 4. Exemplars of Standard

The exemplars of written production on the following pages have been selected from the scripts of candidates who sat Junior Certificate French at Higher Level and at Ordinary Level in 2005. These exemplars should be read in conjunction with the Examination Papers and Marking Schemes available on the website, [www.examinations.ie](http://www.examinations.ie).

These exemplars are reproduced as they were written by the candidates. However, names of candidates and certain place names in Ireland have been altered, where necessary, in order to preserve anonymity.

The Exemplars are set out in the following order:

### **Ordinary Level Written Production**

- 
- Letter
- Postcard
- Note

### **Higher Level Written Production**

- Message
- Informal Letter
- Formal Letter

## **4.1 Ordinary Level**

### **Section III -Written Expression**

#### **Q. 1 Letter**

**1. You have just received the name and address of a new French penpal, Pascal/Pascale. Write your first letter to him/her in French. Include at least four of the following points:**

- **Introduce yourself.**
- **State your age.**
- **Give some information about your family.**
- **Give some information about where you live.**
- **Ask about his/her family.**
- **Mention one of your interests.**
- **Talk about something you did at the weekend.**
- **Ask has he/she got a pet.**
- **Tell him/her what you like to eat.**

Total Marks available = 40 marks, broken down as follows:

**Format:** 8 marks

**Communicative Tasks:** 20 marks

**Accuracy of Expression:** 12 marks.

### **EXEMPLAR 1**

*Tipperary le 3<sup>rd</sup> septembre*

*Cher Pascal*

*Ca va? Moi ca va bien merci. Je mappel Thomas. Jai 16 ans. J'habite Tipperary. Moi famille excellent. Jehabite a la campagne.*

*A bientôt*

*Thomas*

#### **Comment:**

Total = 27 marks.

This candidate was awarded 4 marks out of 8 for Format, 17 marks out of 20 for Communicative Tasks, and 6 marks out of 12 for Accuracy of Expression.

### **EXEMPLAR 2**

*Le 14, Juin, 2005*

*Bonjour,*

*Je' mappelle Cormac. J'ai seize ans. Ma Mére est malade et mon pére est à nouvelle voiture. J'habite a Dublin en Irlande. Est-ce que tú parents. Je joue au snooker. Le weekend derniere je vais a l'pechê. Est-ce que tú animeux. Je mange et poulet.*

*Á Bientôt*

*Cormac*

#### **Comment:**

Total = 36 marks.

This candidate was awarded 6 marks for Format, 20 marks for Communicative Tasks, and 10 marks for Accuracy of Expression.

### **EXEMPLAR 3**

*Ballina, le 2 mai*

*Cher Pascal*

*Salut, Ca va? Ca va tres bien. Je m'appelle Christophe. J'ai quinze ans. Mon anniversaire est trente et un julliet. J'ai deux soeurs et je n'ai pas frere. Il s'appelle Sylvie et Caroline. Je habite à Ballina, a la campagne. J'adore à la champs. Je alle le boume, le weekend. Je mange pomme de terre et legumes. Quel age as-tu? Je joue au foot et basket. Je fais mes devoir a le weekend. As-tu un chien? J'ai deux chiens et un cat. As-tu un frere et un soeur? Ecris moi-Bientôt.*

*Amities*

*Christophe*

#### **Comment:**

Total = 39 marks.

This candidate was awarded 7 marks for Format. 1 mark was lost for omitting the accent on *Amitiés*. The candidate made four clear, accurate points and thus was awarded 20 marks for Communicative Tasks, and 12 marks for Accuracy of Expression.

#### **Q.2 (a) Postcard**

**You are on holidays with friends. Write a postcard in French to a French friend. In it say**

- **that you are camping;**
- **who you are with;**
- **that you are by the sea;**
- **that you are enjoying yourself.**

Total Marks available = 20 marks, broken down as follows:

**Communicative Tasks:** 12 marks

**Accuracy of Expression:** 8 marks.

## **EXEMPLAR 1**

*Salut,*

*Je faire du camping. Je avec mon amis. J'ai a 50m á la plage.*

*Ecris moi*

*À bientôt*

*Martin*

### **Comment:**

Total = 14 marks.

This candidate was awarded 10 marks out of 12 for Communicative Tasks and 4 marks out of 8 for Accuracy of Expression.

## **EXEMPLAR 2**

*Kenmare, le 10 mai*

*Cher Pierre,*

*Salut, ca va? Je fais du camping ici. Je suis ici avec mes deux parents et mon frere, au bord de la mer. Il fait froid et le soleil brille. Je m'amuse bien ici. Ce sera chouette.*

*A bientôt*

*Dennis*

### **Comment:**

Total = 20 marks.

This candidate was awarded full marks. The answer contained all the four points, written in clear and accurate French. The candidate thus gained 12 marks for Communicative Tasks and 8 marks for Accuracy of Expression.

**Q. 2 (b) Note**

**You are supposed to meet a French-speaking friend later to go to the swimming pool but you have a problem. You write him/her a brief note in French. In it**

- **say that you cannot go to the swimming pool;**
- **say you are sorry;**
- **say why you can't go;**
- **ask him/her to ring you later.**

**EXEMPLAR 1**

*Le 3<sup>rd</sup> septembre*

*Cher Paula,*

*Je ne vais pas a piscine. Je suis very malade. Jen e vais pas. Est ce que malade.*

*A bientot*

*Frank*

**Comment:**

Total = 11 marks.

This candidate was awarded 7 marks out of 12 for Communicative Tasks and 4 marks out of 8 for Accuracy of Expression.

## **EXEMPLAR 2**

*8h 20*

*Salut Claire*

*Ca va? Je n'ai pas a la piscine ce soir. Je regrette. Je dois mes parents faire du shopping.*

*Avez-tu moi telephonerai plus tard.*

*A bientôt*

*Jacques*

### **Comment:**

Total = 13 marks.

This candidate was awarded 9 marks for Communicative Tasks and 4 marks for Accuracy of Expression.

## 4.2 Higher Level

### Section III - Written Expression

#### Q. (a) Message

A French girl or boy you like is staying with a family near you. As you are organising a party for your birthday, write a note in which you

- invite him/her to your house on Saturday evening
- explain that you have also invited some friends from school
- say that the party will end at 11 p.m.

Total Marks available = 30 marks, broken down as follows:

**Communication:** 15 marks.

**Language:** 15 marks.

#### **EXEMPLAR 1**

*Samedi le 12h*

*Hi Sheila,*

*Je suis la anniversaire a samedi. Rendes-vu a la ma maison a sameidi. Je suis invitataion ma aimes l'ecole. Tu returner a maison 11 pm.*

*A Bientôt*

*Brendan*

**Comment:**

Total = 6 marks.

This candidate was awarded 3 marks each for Communication and Language.

Communication marks are low as the material would have been barely comprehensible to a French monoglot. The reference to 'birthday' and to 'friends' is very unclear, and there is no mention of a party or of when it will end.

As regards Language, every verb is incorrect and there are basic errors in grammatical elements such as articles, prepositions and possessive adjectives, as well as several spelling mistakes.

## **EXEMPLAR 2**

*Anne,*

*Juste une petit poi pour dire que a invitation a ma boum on Samedi soir a ma maison. Aussi je invite des copines a l'ecole. La Boum commence a 5 p.m et quitte a 11 p.m*

*David*

### **Comment:**

Total = 13 marks.

This candidate was awarded 7 marks for Communication and 6 marks for Language. The three required points are referred to, and the material is comprehensible, despite some ambiguity. Vocabulary and grammar are barely adequate, with phrases such as "*pour dire que / des copines / la boum commence / a ma maison*" compensating for other basic errors.

## **EXEMPLAR 3**

*Vendredi, 16 heures*

*Isabelle,*

*Est-ce que tu veux venir chez moi pour une boum Samedi soir? Je t'invite. J'ai invite beaucoup d'amis de l'école. La boum commence à dix-huit heures et demi et elle sera à onze heures finir. Dis-moi en ce que tu penses.*

*À bientôt*

*Caroline*

**Comment:**

Total = 27 marks.

This candidate was awarded 14 marks for Communication, with one mark being lost for the slightly unclear reference to point 3. 13 marks were gained for Language. Good use of question form and pronoun object (*je t'invite*), despite mistakes such as incorrect spelling of past participle (*invite*) and incorrect future tense ending.

**EXEMPLAR 4**

*Salut Paul,*

*Merci mille fois de ton cadeau d'anniversaire. Il y aura une soirée chez moi samedi prochain. Veux-tu venir? Ce sera l'occasion de te présenter à mes copains de l'école. Ils ont déjà accepté l'invitation de venir chez moi.*

*La fête commencera vers 7h. du soir et finira à onze heures.*

*A samedi, alors ?*

*Alex*

**Comment:**

Total = 30 marks.

Excellent exploitation of the stimulus material merits 15 marks for Communication, and the accurate, idiomatic French, with excellent manipulation of the different tenses, merits the full 15 marks for Language also.

**Q. (b) Letter to penpal**

**The February school break starts tomorrow. Write a letter to your French penpal, Caroline, in which you**

- **apologise for not writing sooner and give an excuse**
- **explain what you are going to do for the break**
- **talk about a day or evening out you recently had with friends**
- **ask how she likes her new school**
- **comment on a good film or book or CD you recently came across**

Total Marks available = 50 marks, broken down as follows:

**Format:** 5 marks

**Communication:** 20 marks

**Language:** 25 marks

### **EXEMPLAR 1**

*8<sup>th</sup>, St*

*Paris*

*France*

*Bonjour Caroline*

*Comment-ça va? je n'ecris. Je suis difficult l'ecole. J'ai vais en vacance a Rome en Febrier. A hier je me a la natation avec ma aimes l'ecole. Je tres bien. Tu bien a l'ecole. A hier je me a la cinema a Star Wars Episode 3. Je tres bien.*

*Ecris-motive*

*Seán*

### **Comment:**

Total = 9 marks.

This candidate was awarded 1 mark only for Format, 4 marks for Communication, and 6 marks for Language.

## EXEMPLAR 2

*Le 17 Februar, Paris*

*Chere Caroline,*

*Bonjour, ça va? Moi ça va tres bien!!! Pardon, pour je n'ecrite pas la semaine derniere, malheursment je joue au foot.*

*Semaine prochaine je suis alle au cinema avec mes copine pour ma boum. Aussi je suis allé en vacances a Galway pour la weekend et toi? Hier je vais alle au piscine avec mes copine et ma frere. C'était fantastique. Ma frere ne nage pas mais il etait amuse.*

*Ta nouveau ecole c'est o.k.? Tu aimes l'ecole nouveau? Je vu a film Troy la semaine dernier. C'était amusant. Tu vu a film la quinze jours derniere.*

*Ecris moi voit*

*A Bientot*

*Timothy*

### **Comment:**

Total = 23 marks.

This candidate was awarded 1 mark for Format, 10 marks for Communication and 12 marks for Language. Despite many mistakes in grammar and spelling, the correct use of elements such as the passé composé, imparfait – despite lack of *accent aigu* – present tense, and negation just brought this candidate up to the middle category for Language.

## EXEMPLAR 3

*Dublin, le 6 fevrier*

*Chère Caroline,*

*Merci bien pour ta lettre que j'ai reçue mois dernier. Ça va? Moi ça va bien ici. Je suis désolée que je n'écrive pas bientôt. J'ai la grippe et je suis restée au lit. J'ai une fièvre et j'ai pris une ordonnance.*

*La semaine prochaine je serai en vacances. J'irai au bord de la mer avec ma famille et ma copine Sophie. Je ferai la planche à voile et je me ferai bronzer. Je resterai dans une auberge de jeunesse avec ma copine mais mes parents resteront dans un hôtel.*

*Samedi dernier, je suis allée au cinéma avec mes amis et je suis allée au restaurant aussi. J'ai vu "The Ring 2" – c'était chouette! Le restaurant est très joli et la nourriture c'était super!*

*Est-ce que tu aimes ta nouvel école? Moi, j'adore l'école – mes profs ce sont très gentille. Ma matière préférée c'est la histoire. J'adore la histoire parce que c'est très interressante et assez facile.*

*Samedi dernier, avant le cinéma j'ai acheté un CD. Il s'appelle "Human After All" et il est très bien. J'adore la musique!*

*Dis bonjour à tes parents de ma part. J'ai hâte de te lire.*

*Écris-moi bientôt*

*Amitiés*

*Danielle*

**Comment:**

Total = 46 marks.

This candidate was awarded 4 marks for Format, losing 1 mark for incorrect spelling of *février*. 15 marks were gained for Communication, as there was excellent exploitation of the stimulus material. Setting each point in a new paragraph helped to emphasise that each of the five points was clearly covered.

The candidate was awarded 22 marks for Language, which clearly fell into the top category. The few mistakes were balanced by the excellent manipulation of tenses, in particular the future tense of two irregular verbs in the second paragraph, and excellent use of the passé composé (*je suis restée / j'ai pris / je suis allée / j'ai acheté / que j'ai reçue*). Good rich vocabulary also, especially in the first paragraph.

## EXEMPLAR 4

*Sligo, le trois février*

*Chère Caroline,*

*Comment ça va? Bien, j'espère. Merci de ta dernière lettre que j'ai reçue il y a deux semaines. Je m'excuse de ne pas avoir répondu jusqu'ici mais nous avons déménagé et il y a beaucoup de choses à faire.*

*Pour le mi-trimestre, j'ai un petit boulot dans mon coin. Ce n'est pas bien payé mais j'ai besoin de l'argent. Je travaillerai dans une station-service.*

*Samedi dernier, toute la bande est sortie pour fêter l'anniversaire de Jean. Nous sommes allés dans un restaurant chinois. J'adore la cuisine chinoise.*

*Est-ce que tu aimes ta nouvelle école? Les professeurs sont sympas? Ecris-moi bientôt avec toutes les nouvelles.*

*J'ai vu un très bon film à la télé hier soir. Il s'appelle Band of Brothers. C'est un film de guerre et c'est formidable.*

*Ecris-moi bientôt et la prochaine fois je répondrai plus vite!!*

*amitiés*

*Vincent*

### **Comment:**

Total = 50 marks.

Full marks for Format, Communication and Language. This letter conveys what can be achieved by a candidate who writes in concise, accurate and simple French, without over-elaboration.

**(b) Formal Letter**

**Your name is Cathal / Catherine O’Byrne. Your address is 12 Chestnut Gardens, Legan, Co. Longford. During the next school year you would like to spend some time in a French school in the city of Toulouse.**

**Write a formal letter to the school Principal (M. or Mme Dufay, Lycée Jules Ferry, 31000 Toulouse, France) in which you**

- **explain that you wish to spend some time in his/her school**
- **give some relevant information about yourself**
- **ask for some information about the school**
- **enquire about facilities or activities in the area.**

**(Note: marks will be awarded for a formal introduction and conclusion to this letter).**

**EXEMPLAR 1**

*12 Chestnut Gardens*

*Legan*

*Co. Longfort*

*le 12 marche*

*M Dufay*

*Lycee Jules Ferry*

*31000 Toulouse*

*France*

*Dere M Dufay*

*Salut!! Ca va? Je aime l’ecole france le experience. J’aime le foot et le rugbai. J’aime l’ecole. Je ne aime pas a fille. Je aime le informationé l’ecole.*

**Comment :**

Total = 6 marks.

This candidate was awarded 2 marks for Format, losing 1 mark for incorrect spelling of *mars* and 1 mark for incorrect placing of addresses. 2 marks were awarded for Communication and 2 marks for Language.

**EXEMPLAR 2**

*Catherine O'Byrne,  
12, Chestnut Gardens,  
Legan. Co. Longford,  
Ireland.*

*Lycée Jules Ferry  
3100 Toulouse  
France*

*Chère Mme Dufay,*

*Ça va! Je m'appelle Catherine O'Byrne. J'h'abite á Dublin en irlande. J'aimerai je aller un ecole en France a deux moïn. J'adore la Toulouse. Je reste á Toulouse avec ma famille au mai.*

*J'adore la ecole. Je parle francais. Je suis assez intelligent et très aumusant. J'adore le historie et informatic. Je suis sportive. Je joue au foot et j'adore la Liverpool.*

*Est-ce que un information sur la ecole. Est-ce que grand nó petit ecole ? Est-ce que mixed ecole.*

*J'adore la piscine. Est-ce que a lá piscine au centre ville. Il y a des magazines au centre et restuarant e.g. Mac Donalds etc. Il y a ordinateures dans la chambre. Il y a un chambre je reste dans la ecole.*

*Á bientôt*

*Ecríte moi*

*Emma*

**Comment :**

Total = 22 marks.

This candidate was awarded 1 mark for Format, 9 marks for Communication and 12 marks for Language. The material was judged to be just about comprehensible and the vocabulary and grammar barely adequate, thus bringing this candidate's work into the middle category.

**EXEMPLAR 3**

*Ms C O'Byrne*

*12 Chestnut Gardens,*

*Legan*

*Co. Longford*

*IRLANDE*

*Legan, le 31 juillet*

*M. DUFAY,*

*Lycée Jules Ferry,*

*31000 Toulouse,*

*FRANCE*

*Monsieur,*

*J'ai l'intention de passer deux mois dans votre l'école pendant l'année scolaire prochaine.*

*J'ai seize ans. Je suis née à Legan, le 10 septembre. Je passe le Junior Certificate (l'équivalent l'Irlandais du brevet). J'apprends le français depuis trois ans et je suis assez couramment. Je voudrais aller en France car j'aimerais voir les sites touristiques, les monuments historiques et aussi je voudrais faire la connaissance de des jeunes française et apprendre leur culture.*

*Voulez-vous m'envoyer les renseignements suivants :*

- *un plan de l'école*
- *une liste de les auberges de jeunesse dans la ville*
- *des dépliants sur Toulouse et ses environs.*

*Voulez-vous me dire s'il y a un parc d'attractions, un cinéma, une piscine ou un camping dans la région ?*

*Je vous prie d'agréer, Monsieur, l'expression de mes sentiments distingués.*

*C. O'Byrne*

**Comment :**

Total = 49 marks.

This candidate was awarded 5 marks for Format and 20 marks for Communication. 24 marks were awarded for Language, with 1 mark lost due to a small number of errors.

This is an excellent example of a candidate who was obviously familiar with the correct layout, introduction and ending to be used in a Formal Letter. The candidate was conscious of the register needed, using *vous* throughout, and avoiding colloquial language such as *ça va* which had been used by the candidates in the previous exemplars. Each point was adequately covered, with the second point very well developed.

It should be noted that clear, concise information was all that was required and that this candidate's knowledge of formulaic phrases such as *voulez-vous me dire si / voulez-vous m'envoyer* allowed her to handle points 3 and 4 very well. Excellent use of tenses, including the conditional. Rich vocabulary, particularly the use of the main words which a tourist in France would normally need (*monuments historiques / renseignements / dépliants*).