

2021 VCE French written external assessment report

General comments

The 2021 VCE French examination was challenging for many students. Most students appeared to be more comfortable with the format of Section 2, Part A.

Responses that scored highly were well structured and detailed. These students demonstrated an excellent command of the language and were able to identify the main ideas, as well as the finer details, in both aural and written texts.

To prepare for the examination, students should focus on grammatical rules such as verb conjugations, agreements, basic and complex sentence structures, as well as thematic vocabulary.

It is important that responses be coherent in both English and French to be awarded marks. Some responses were ambiguous, and their meaning was unclear. Students must also be aware that the same answer cannot be used for multiple questions.

In Section 2, Part B, students should avoid copying large chunks from the prompt. They must try to rephrase the main ideas and ensure that answers are based on the text and not simply on prior knowledge.

In Section 3, it is essential that students familiarise themselves with the text types and writing styles. Teaching and learning activities should clearly define the context, purpose and audiences to provide direction for the student, as prescribed on page 12 of the *VCE French Study Design*. It is advised they read the question carefully to ensure they are aware of what is required for each task. Responses that scored highly in Section 3 demonstrated careful planning and addressed all the requirements of the task.

Specific information

Note: This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1

Part A – Listening and responding in English

This section assessed the students' capacity to understand and convey general and specific aspects of texts.

Question 1a.

- her jeans with rips
- a striped T-shirt
- white runners

'Rips', 'striped' and 'white' were all needed to be awarded full marks.

Question 1b.

- She does not have anything else to wear.
- She does not have the money to buy new clothes.

Question 1c.

- By giving them / helping to choose appropriate clothes / looking professional for their interview.
- By providing advice for interview (skills).
- By having a professional photo taken.

'Interview' and 'advice' were both needed to be awarded full marks.

Question 1d.

- Because when you are well dressed, you have more self-confidence / more chance of getting a job.
- Because first impressions count / are important.

'Well-dressed' was needed to be awarded full marks.

Part B – Listening and responding in French

This part of the examination assessed students' understanding of the text and their ability to accurately convey appropriate information from the text in French. The information presented in the response needed to be relevant to the question. Students were not awarded separate marks for content and language. Responses that included relevant information and were expressed clearly in French scored highly.

Question 2a.

- *Les associations n'ont pas toujours (assez) de(s) camions/véhicules pour transporter les produits.* (The charity associations don't have enough trucks/vehicles to transport the food.)
- *Les associations ne peuvent pas garder les produits au frais.* (The associations don't have the ability to refrigerate the products.)

Question 2b.

- *Pour aider à lutter contre / réduire le gaspillage. / Gaspi-Pas ne vend que la nourriture qui n'a pas été vendu dans les supermarchés.* (To help reduce waste. / Gaspi-Pas only sells food that hasn't been sold in supermarkets.)
- *Les produits sont moins chers.* (Food is cheaper.)
- *La qualité est la même.* (The quality is same.)
- *Il y a moins d'emballage.* (There is less packaging.)
- *Les vendeurs sont aimables / c'est plus agréable que dans les supermarchés habituels.* (The supermarket personnel are nicer / more pleasant than in the usual supermarkets.)

Question 2c.

- *Gaspi-Pas est (plus) loin que son supermarché (habituel).* (Gaspi-Pas is further away than his usual supermarket.)
- *Les produits ne sont peut-être pas beaux.* (The products might not look nice.)
- *La date de limite de consommation oblige peut-être les gens à manger rapidement les produits. / La durée de consommation des produits est minime.* (People might have to use the products as soon as possible due to the food expiration date. / The shelf life of the products is short.)

Bon could not be accepted as a synonym of *beau*.

Section 2

Part A – Reading, listening and responding in English

Question 3a.

Any three of:

- changing lifestyle / lifestyle adapting to modern society
- increase of individualism
- change in the types of communication / virtual exchanges
- traditions have become too restrictive (idea of being inconvenient).

Question 3b.

- families
- country/regions
- they are linked to cultural heritage/values
- they give a sense of belonging (community) and continuity

'Heritage' or 'values' was needed to be awarded full marks.

Question 3c.

Caller (JF):

- brings people together
- looks forward to these celebrations / having a good time / feels a connection to the place
- enjoys the (regional) food
- people of all ages participate.

Author (LR):

- always the same people together
- the celebration is too predictable / always the same / no longer connected to the place
- no surprise in the food offered
- does not appeal to young people / too anchored in the past.

Question 3d.

- No obligation to participate.
- Happens just once a year.
- Could help fight isolation / People live in the same building/neighbourhood.

Question 3e.

- They burn the old Christmas trees.
- People come together at the end of winter. / People gather at the village square (idea of meeting).

'Christmas', 'end of winter' and 'village square' were needed to be awarded full marks.

Part B – Reading and responding in French

Students were required to demonstrate an understanding of the stimulus text and to address the requirements of the task by conveying the relevant information from the text that was appropriate for the audience and the prescribed writing style and text type.

The text included a visual stimulus. Responses that scored highly successfully incorporated information from the visual stimulus.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment.

Responses could have included the following information.

- *Pas d'inquiétude / C'est populaire / A déjà été fait auparavant / C'était un succès.* (No concerns / Has been done before / Has been a success.)
- *Contribue à la société / Peut aider les agriculteurs et les producteurs maraîchers.* (Contribution to society / Very helpful for the farmers and horticultural producers.)
- *Aidera l'environnement / Va aider à combattre le déclin du nombre des abeilles.* (Help the environment / To help fight the decline in the bee population.)
- *Motivation financière / Un moyen de recueillir de l'argent pour l'école / Aide financière de la municipalité/subvention* (Financial motivation / A good way to raise money for school / Financial help from the town council)
- *Educatif / Les élèves vont pouvoir apprendre sur place et de façon pratique / Pas de dangers, il y aura toujours la présence d'un apiculteur seminars / Peuvent assister à des séminaires.* (Educational / The students will have hands-on learning / Not risky, as there will a beekeeper to help them / They can attend.)
- *Production de miel / Le miel produit pourrait être partagé, donné ou vendu.* (Honey production / The honey produced could be shared, donated or sold.)

The idea of good publicity could not be accepted as an answer.

Section 3 – Writing in French

Students should take time to read the questions carefully before making the selection that best suits their interests and abilities, and not rush this process.

Question 7 was by far the most popular question, followed by Question 6 and Question 5.

Question 5

Students had to write a newspaper article informing people in their suburb about their initiative to create a different type of club to promote community involvement, as there are already sufficient sporting clubs within the community.

A significant number of students wrote about a sports club, despite what was stated in the question, or wrote in a persuasive style, rather than informative. Students are advised to read the question carefully and respond in the writing style requested.

High-scoring responses may have contained:

- relevant information about the type of club
- a description of the proposed activities of the club and the ways in which they promoted community spirit

- an explanation of how the community should be involved in the club
- the use of an objective style and impersonal expressions, as well as facts, examples, explanations, analogies and occasional statistical information, including references for evidence.

Question 6

Students had to write a script about the impact of advertising on young people that was to be presented to a youth group.

A large number of students only discussed negative aspects and made it a persuasive speech.

High-scoring responses may have contained:

- an objectively rational discussion using evidence to support contrasting sides or alternatives
- an inclusion of two or more important aspects for both sides of the argument
- an explanation of how advertising helps one to make a choice and provides information about products; however, at the same time denouncing its omnipresence, the idealised view and how it encourages spending beyond one's means
- the use of an objective style appealing to reason, and not emotion, thus creating an impression of balance and impartiality.

Question 7

Students had to write a personal journal entry in which they reflected on a chance meeting that developed into a strong friendship.

The response required was a personal piece of writing and the text type required was a journal entry. Many students did not mention the development of a strong friendship, nor was the timeline in the development of the friendship realistic.

High-scoring responses may have contained:

- realistic details about the chance meeting
- an explanation of how the relationship developed into a strong friendship, or how the friendship impacted them
- a description of emotions about the friendship
- an emphasis on ideas, opinions, feelings and impressions, rather than factual, objective information.

Question 8

Students had to write an imaginative story about an event that took place at the location shown in the picture provided, to be published in a collection of short stories for teenagers.

Some students barely used the picture to establish a context, and many conclusions were anticlimactic or absent.

High-scoring responses may have contained:

- reference to the setting in terms of time (the past) and place (Paris, by the Eiffel Tower or any other setting)
- a strong sense of context (physical surroundings and atmosphere) and situation
- descriptions of people, places, emotions and atmosphere
- a strong conclusion.