



# Victorian Certificate of Education 2010

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Letter

Figures

Words


# FRENCH

## Written examination

Wednesday 17 November 2010

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

## QUESTION AND ANSWER BOOK

### Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>	<i>Suggested times (minutes)</i>
1 – Part A	2	2	15	30
– Part B	1	1	15	
2 – Part A	1	1	20	40
– Part B	1	1	10	
3	5	1	15	50
			Total 75	120

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

### Materials supplied

- Question and answer book of 17 pages, including **Assessment criteria** on page 17.

### Instructions

- Write your **student number** in the space provided above on this page.
- Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

### At the end of the examination

- Hand in this question and answer book at the end of the examination.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

**SECTION 1 – Listening and responding**

**Instructions for Section 1 – Part A**

**Texts 1 and 2, Questions 1 and 2**

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in **ENGLISH**.

All answers **must** be based on the texts.

**TEXT 1** – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes in this space.

**Question 1**

a. Tick (✓) the correct box.

They are going to celebrate

- a birthday.
- an engagement.
- the Chinese New Year.
- a wedding anniversary.

1 mark

b. Complete the table.

Gift bought	•
Reasons the son dislikes his mother’s first suggestion for dinner	• •
Type of cuisine chosen	•
Time of reservation	•
People attending	• •

7 marks

**TEXT 2** – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

**Question 2**

- a. Give one name for this festival in English.

\_\_\_\_\_

1 mark

- b. What is the first thing Martine likes about this celebration?

\_\_\_\_\_

1 mark

- c. What does the flower symbolise?

\_\_\_\_\_

1 mark

- d. Why are the flowers hard to find on the day of the festival?

- \_\_\_\_\_
- \_\_\_\_\_

2 marks

- e. Give two different examples of Martine's thoughtfulness.

\_\_\_\_\_  
\_\_\_\_\_

2 marks

Total 15 marks

You may make notes  
in this space.

### Instructions for Section 1 – Part B

#### Text 3, Question 3

You will hear one text. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in full sentences in **FRENCH**.

All answers **must** be based on the text.

**TEXT 3** – Answer the following questions in full sentences in **FRENCH**.

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

#### Question 3

- a. What makes the sales in Troyes interesting?

En quoi les soldes à Troyes sont-ils intéressants ?

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- b. Where are the three shopping centres located and how do you get there?

Où se situent les trois centres commerciaux et comment peut-on s'y rendre ?

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- c. Apart from the sales, why has this tourist chosen to go to Troyes?

A part les soldes, pourquoi cette touriste a-t-elle choisi d'aller à Troyes ?

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Total 15 marks

**END OF SECTION 1**

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**TURN OVER**

**SECTION 2 – Reading and responding****Instructions for Section 2 – Part A****Text 4, Question 4**

Read the text and then answer the questions in **ENGLISH**.

All answers **must** be based on the text.

**TEXT 4** – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

**LIGNE 1 DU METRO DE PARIS**

La ligne 1 du métro de Paris est une des seize lignes du réseau métropolitain de Paris. Cette première ligne française a été ouverte en 1900 (lors de l'Exposition universelle) et relie aujourd'hui la station *La Défense* à l'ouest, et un prolongement vers l'est jusqu'à la station *Château de Vincennes* au milieu des années trente. Longue de 16,5 km, elle est historiquement la ligne de métro la plus fréquentée avec 213 millions de voyageurs en 2008. En juin de cette même année un record de 725 000 personnes par jour a été atteint.

En 2012, elle sera la première ligne à être entièrement automatisée, pour en réduire la saturation. Entre-temps une nouvelle ligne, la ligne 14 est créée et enfin terminée pendant les années quatre-vingt-dix, mais celle-ci aussi est très rapidement saturée, sans pour autant diminuer l'augmentation constante du trafic sur la ligne 1 du métro. Pour en augmenter l'efficacité, la ligne 14 sera complètement automatisée, c'est-à-dire sans conducteurs.

Pendant la période de transition, les rames automatisées circuleront en même temps que les rames avec conducteurs, et tout cela sans interruption de la circulation.

Il faut en effet changer la hauteur des quais, et aussi les portes, et installer un nouveau poste de contrôle. Comme il n'y aura plus de conducteurs, ceux-ci pourront ou travailler sur d'autres rames traditionnelles, ou alors une autre formation leur sera offerte.

Le métro de Paris continue à nous émerveiller.

**Question 4**

a. Complete the timeline of the Paris underground as outlined in the text.

Dates/period	Events
1900	First line opened

8 marks

b. What will happen to the drivers after the upgrade, and why?

- \_\_\_\_\_
  - \_\_\_\_\_
- because
- \_\_\_\_\_

3 marks

c. What benefits will follow the upgrade?

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2 marks

d. List the physical changes to be made to the facilities on the lines.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 marks

You may make notes  
in this space.

e. According to the text, what has happened in Paris in the last few decades?

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1 mark

f. What is the purpose of the final sentence in relation to the text?

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3 marks

Total 20 marks

You may make notes  
in this space.



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### Instructions for Section 2 – Part B

#### Text 5, Question 5

Read the text and then answer the question in full sentences in **FRENCH**.

All answers **must** be based on the text.

**TEXT 5** – Answer the following question in full sentences in **FRENCH**.

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

### Congrès des Jeunes

#### Renseignements personnels :

Nom : *SANTON* Prénom : *Bertrand*

- Intérêts :
- *solutions aux problèmes écologiques*
  - *dangers de l'internet*
  - *veut devenir professeur de biologie*

#### Programme

##### VENDREDI, le 23 avril 2010

15h30 - 17h : Europe et relations internationales  
*OU*  
Logiciels : le libre accès en plein essor

18h - 19h30 : La salle de classe virtuelle : idées pédagogiques et ressources

21h - 22h30 : Transports en commun : polluants ?

##### SAMEDI, le 24 avril 2010

9h - 10h30 : Surveillance électronique : pour ou contre ?

11h - 12h30 : Logement pour les sans-abris  
*OU*  
La survie des baleines

14h30 - 16h30 : Famille et amis

17h - 19h : La violence au cinéma

##### DIMANCHE, le 25 avril 2010

9h - 10h30 : Technologie au lycée : qui payera ?

11h - 12h30 : L'éducation sans le sport ?

<http://www.congresjeunes2010.cielpierre.com>

**Question 5**

Taking into account the program opposite and Bertrand’s interests, justify five sessions that he would choose.

En fonction du programme en face et des intérêts de Bertrand, nommez cinq séances qu’il choisirait, en expliquant son choix.

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Total 10 marks

You may make notes  
in this space.

**SECTION 3 – Writing in French****Instructions for Section 3**

Answer **one** question in 200–300 words in **FRENCH**.

Responses in the wrong language will receive no credit.

Space is provided on the following page to make notes.

**Question 6**

Write an evaluative review of a new action film for a cinema website.

Ecrivez une critique qui évalue un nouveau film d'action pour le site Web d'un cinéma.

**OR**

**Question 7**

Write an informative script for a radio program on the following topic: 'Housework: do women do more than men?'

Préparez un discours pour un programme de radio donnant des informations sur le sujet suivant : 'Les tâches ménagères : Les femmes font-elles plus que les hommes ?'

**OR**

**Question 8**

Write an article for the school magazine to persuade students of the importance of languages in developing cross-cultural relationships.

Ecrivez un article dans le magazine de votre collège, pour convaincre les élèves de l'importance des langues dans le développement des rapprochements interculturels.

**OR**

**Question 9**

'Travel broadens the mind.' Write a letter to a friend about a recent trip that had a big impact on you.

« Les voyages forment la jeunesse ». Ecrivez une lettre à un(e) ami(e) au sujet d'un voyage récent qui a eu une grande influence sur vous.

**OR**

**Question 10**

Write a short imaginative story for the newspaper *France Soir* about what happened during the night of a power failure.

Imaginez une soirée pendant une panne d'électricité. Ecrivez une petite histoire pour le journal *France Soir*.

Total 15 marks

You may make notes in this space.

Write your response on the following pages.

**SECTION 3 – continued**  
**TURN OVER**









## **Assessment criteria**

### **Section 1: Listening and responding**

#### **Part A**

- The capacity to understand and convey general and specific aspects of texts

#### **Part B**

- The capacity to understand general and specific aspects of texts
- The capacity to convey information accurately and appropriately

### **Section 2: Reading and responding**

#### **Part A**

- The capacity to understand and convey general and specific aspects of texts

#### **Part B**

- The capacity to understand general and specific aspects of texts
- The capacity to convey information accurately and appropriately

### **Section 3: Writing in French**

- Relevance, breadth and depth of content
- Appropriateness of structure and sequence
- Accuracy, range and appropriateness of vocabulary and grammar