

# 2018 VCE French written examination report

## General comments

Most students demonstrated that they were familiar with the structure of the three sections of the 2018 French written examination.

In Sections 1 and 2, students who scored well wrote detailed answers, thus demonstrating their ability to understand not only the gist of the aural and written texts but also the specific details. They used complex language structures successfully and applied the basic grammar rules (such as gender, conjugation, use of appropriate articles and spelling of words) when responding in French. In Section 3, they were aware of the relevant text type and different kinds of writing.

Students are encouraged to take detailed notes for both the listening and reading sections of the examination, and should also keep to the suggested times given on the front page of the examination.

## Specific information

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 – Listening and responding

This section assessed the students' ability to understand general and specific texts.

A significant number of students struggled with Text 3. Those who achieved a high score successfully discriminated between relevant and irrelevant information by taking detailed notes and selecting accurate elements.

### Part A – Answer in English

#### Text 1

##### Question 1a.

The man goes into the shop because he wants to return/exchange items of clothing/pants and jumper.

**Question 1b.**

Item	Problem	Action
1	Trousers/pants are too tight.	Exchange trousers/pants for a larger/right size (56).
2	Customer does not like the colour/green of the jumper/sweater.	Will give the jumper to his brother.

In the problem column the words 'trousers/pants' and 'jumper' were necessary to be awarded marks.

**Text 2**

**Question 2a.**

The physical features of the island were:

- It is a volcanic island.
- It is in the middle of the Indian Ocean.
- The island is mountainous.
- There are waterfalls.
- It has white sand beaches.
- There is a blue lagoon.

The word 'cascade' was not accepted.

**Question 2b.**

The activities recommended for visitors to the island were:

- trekking/hiking/bushwalking
- climbing to the tops of waterfalls
- paragliding
- relaxing while looking at dolphins and whales
- swimming/bathing/going into the water
- sunbaking.

**Part B – Answer in French**

In this part of the examination students were required to demonstrate their ability to understand a French aural text by responding in French. Students were awarded marks for comprehension and marks for their ability to convey information in French.

Full French sentences were required for this section of the examination.

**Text 3**

**Question 3a.**

Gérard is an appropriate person to write the book because:

- *Il est connu pour ses exploits en sport/en karaté C'est un champion.* (He is known for his achievements in sport/in karate. He is a champion.)
- *Il connaît les techniques à utiliser pour atteindre ses objectifs dans la vie.* (He understands the techniques needed to attain one's goals in life.)

- *Il a obtenu de bons résultats avec des jeunes athlètes en utilisant ces techniques/Il aide à développer une mentalité de gagnant chez des jeunes athlètes or il entraîne des jeunes (sportifs/athlètes) (dans un club).* (He gets good results by applying these techniques to his young athletes/He develops a winner's mentality in young athletes.)

### Question 3b.

According to Gérard, to achieve our goals in life, we should:

- *Il faut être conscient de ses talents/capacités naturelles et de ses limites.* (Know one's own talents/abilities and one's limitations.)
- *Il faut avoir la passion.* (Be passionate.)
- *Il faut toujours être à la recherche de moyens pour s'améliorer.* (Always look for ways to keep improving.)
- *Il faut croire en soi-même.* (Believe in oneself.)
- *On ne doit pas avoir de pensées négatives/de doutes (quand on pense à des situations à l'avenir)/Il faut avoir une attitude mentale positive.* (Do not develop negative thoughts when thinking of future situation/have a positive mental attitude.)
- *Il faut éliminer de votre esprit toute idée de défaite.* (Eliminate any sense of failure.)
- *Il faut toujours penser qu'on peut donner le meilleur (de soi-même) en toutes circonstances.* (Always believe that one can give one's best in all situations.)

## Section 2 – Reading and responding

This section assessed the students' knowledge and skills in analysing and responding to information from a written text.

### Part A – Answer in English

#### Text 4

#### Question 4a.

8 April 1802 is an important date for Australia because:

- two influential men/Baudin and Flinders/two navigators/two cartographers met
- it influenced the history (of Australia)/the course of history
- it put Australia on the map.

#### Question 4b.

The two navigators had the following in common:

- They were both experienced/greats of navigation/cartographers.
- They were sent by their governments to explore/map Australia.
- They were both looking for an inland (infamous) sea.
- They were both willing to share their findings.

#### Question 4c.

The expedition almost failed due to:

- illness (striking crew members)
- constant tension between officers and Baudin
- shortage of/lack of supplies
- a reduced crew/fewer naturalists on board as they did not return
- Baudin being too authoritarian.

#### Question 4d.

The expedition succeeded because:

- a large area of southern and western Australia was surveyed
- samples of unknown plants were brought back
- thousands of/many mineral samples were collected
- there were lots of sketches/notes/log books.

#### Question 4e.

Historians in France and Australia are divided over Baudin's legacy because:

- he died before the expedition returned to France
- he is largely remembered by Australian historians
- he is unknown to most people, as Baudin's name is rarely mentioned (in Péron's) account of the journey
- his discoveries were appropriated by Péron.

## Part B – Answer in French

In this section, students were asked to demonstrate their ability to understand general and specific aspects of the text and to convey information accurately and appropriately in French.

### Text 5

#### Question 5

Reasons for not wanting to take part in the festival were any five of the following:

- *Je déteste me produire en public/Je ne pense pas que ma musique plaira aux gens.* (I hate appearing in public/I don't think my style of music will be appreciated.)
- *Je ne veux pas être connu.* (I do not want to be discovered.)
- *Je ne veux pas travailler dans l'industrie de la musique.* (I don't want to go into the music business.)
- *Je ne peux pas y participer ce jour-là.* (I cannot take part on that day.)
- *Je ne veux pas jouer à l'extérieur.* (I do not want to play outside.)
- *Je n'ai pas les instruments/l'équipement adéquat(s).* (I do not have the appropriate instruments/equipment.)
- *C'est trop loin/je n'ai pas de moyen de transport.* (It is too far/I do not have means of transportation.)
- *J'ai déjà joué en public/je suis déjà connu.* (I have already played in front of a live audience/ I am already known.)

## Section 3 – Writing in French

In this section, students were asked to write an original text of 200–300 words in French on one of five topics. Responses were assessed using the following criteria:

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar.

Most students were familiar with the various text type features and were able to integrate complex structures and idiomatic expression within their response. However, basic grammatical features such as gender, verb conjugations in all tenses, prepositions, use of articles and spelling of words need to be thoroughly checked. Many students seemed to be using memorised material that had

little relevance to the question, or had been inadequately adapted to a new situation. Students tended to be very descriptive, and many did not take into account the vocabulary and structures required, as well as the kind of writing required for each essay.

Question 8 was the most popular question, followed by Question 7 and Question 10.

### **Question 6**

Students had to write an entry in their personal journal, in which they reflected on how a new law that was being considered (raising the minimum driving age to 20) could have an impact on their plans.

A significant number of students focused too much on describing their plan instead of feelings and impressions.

High-scoring responses may have contained some of the following features:

- elements of personal language, such as: use of the first person; subjective/informal/familiar style register; and emphasis on opinions, feelings and impressions rather than factual, objective information
- appropriate characteristics of a journal entry, such as: date, place and time; sequence of thoughts or events of importance; register; style; and layout.

### **Question 7**

Students were asked to write an article for a youth magazine evaluating the use of robots in the workforce.

Responses by high-scoring students may have contained some of the following features:

- current examples of the use of robots in the workforce and their impact on the workforce; prediction of the use of robots in the future and the impact on young people
- elements of evaluative language, such as: impersonal expressions; use of the third person; and expressions such as 'on the one hand', 'on the other hand'
- characteristics and features of an article, such as: topic; structure (introduction, body, conclusion); content, title, fictional name; register; style; and layout
- the article must be appropriate for readers of a youth magazine.

### **Question 8**

Students were asked to write a letter to the principal of their school to persuade her about the benefits of letting a group of students create a painting on the wall of the school.

The language in low-scoring responses was not appropriate for the target audience or did not demonstrate the persuasive language required.

Responses by high-scoring students may have contained some of the following features:

- a description of their painting, an outline of the benefits of the activity for students and the broader community, references to similar successful projects elsewhere, emphasis on the painting as a good PR exercise for the school
- characteristics through which the piece of writing can be clearly recognised as a formal letter, such as: correct address; structure; register; style
- the formal letter must be appropriate for a school principal.

### **Question 9**

Students had to write a short story that would be entered into a competition for young writers, in which a man who has lost his memory wakes up under a tree with a briefcase that contains a plane ticket and a photo of three people in front of a monument.

Low-scoring responses did not successfully integrate the required elements of the story.

Responses by high-scoring students may have contained some of the following features:

- a well-developed plot or context; descriptions of people, surroundings and emotions; atmosphere; and heightened drama
- characteristics through which the piece of writing can be clearly recognised as a story, such as: title/topic; structure; content; author (fictional name); register; style; and layout
- the story must be appropriate for judges of the competition for young writers.

### **Question 10**

Students had to write the script of a speech informing older people in their community about the three most important challenges facing young people today.

Low-scoring responses used persuasive language instead of informative language.

Responses by high-scoring students may have contained some of the following features:

- a clear and unambiguous message with the use of facts and examples
- characteristics through which the piece of writing can be clearly recognised as the script of a speech, such as: title/topic; structure; content; correct address; register; and style.
- the speech must be appropriate for older people.