

2019 VCE French written examination report

General comments

Most students demonstrated that they were familiar with the structure of the French examination and its three sections. However, Section 1 Part A proved to be a challenge for many students.

Students who scored highly provided detailed and relevant responses, thus demonstrating that they understood the general meaning and specific elements of both aural and written texts.

Students are encouraged to take notes for both the listening and reading sections of the examination. It is also advisable for students to practise using a bilingual dictionary to avoid choosing the wrong entries and misunderstanding an entire text. As some students left some questions unfinished, it is recommended that they plan and adhere to the timeline suggested as closely as possible. It is also important, when possible, to engage with authentic texts that will develop students' higher-order thinking skills.

For Section 3, responses must match the prompt as closely as possible in terms of kinds of writing and text type.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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' capacity to understand general and specific texts.

A significant number of students did not score highly for Text 2. Those who achieved high scores in this section provided logical and detailed responses.

Part A – Answer in English

Text 1

Question 1a.

A pastry chef/baker in a cake shop.

'Baker' on its own was not accepted.

Question 1b.

All of:

Concern	Speaker's response
<ul style="list-style-type: none"> • She uses too much sugar. 	<ul style="list-style-type: none"> • Eat it in moderation / as part of a balanced diet.
<ul style="list-style-type: none"> • She imports sugar / has a big carbon footprint. 	<ul style="list-style-type: none"> • She uses local sugar beets/honey / she uses local or regional produce (which reduces transport miles).

Text 2

Question 2a.

All of:

- He read an advertisement (posted on the noticeboard).
- He wants a lift in Nathalie's car.
- He needs to go to Villeneuve./He wants to go to see his grandmother for her 80th birthday.

Students had to mention the 80th birthday to be awarded the mark.

Question 2b.

Any two of:

- He only pays €15 with her instead of €24 with an organisation/a car-pooling organisation./It is cheaper than a car-pooling organisation.
- They share the cost of petrol.
- She pays for the toll./He does not pay for the toll.

Question 2c.

All of:

- They will meet at Lyon University/in front of the university restaurant.
- They will meet at 10:30/next Saturday.
- Nathalie has an old car/a sky blue car.
- They have one another's mobile phone numbers.

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 who scored highly demonstrated a thorough understanding of the text and responded in full French sentences. Their paragraphs were well structured, logical and clearly sequenced.

Text 3

Question 3a.

The mayor improved the life of the children of Chamartin because (all of the following):

- *Il a fait ouvrir / a ouvert une garderie pour les jeunes enfants.* (He opened a creche/had a creche opened.)
- *Il s'occupe de l'entretien de la piscine municipale.* (He looks after the swimming pool maintenance.)

- *La cantine a été (entièrement) rénovée.* (The canteen was [fully] renovated.)
- *L'école a reçu de(s) (nouveaux) ordinateurs.* (The school received new computers.)
- *L'école a obtenu une médiathèque moderne/dernier cri/nouvelle. / Il a remplacé/transformé la bibliothèque de l'école.* (The school was given a brand new multimedia library. / He replaced/transformed the library.)
- *Un tobogan a été installé dans la cour de récréation.* (A slide was set up in the school yard.)

Question 3b.

All of:

- *Il est présent sur le terrain/dans la communauté.* (He gets around and about.)
- *Il va à/est présent à des fêtes locales. / Il va au club de foot.* (He goes to/is present at local fetes. / He goes to the football club.)
- *Il serre les mains de/discute avec ses concitoyens des besoins de la communauté.* (He shakes hands with/discusses with fellow citizens the needs of the community.)
- *Il célèbre les mariages.* (He officiates at weddings.)

The following is an example of a high-scoring response:

D'abord, ils ont ouvert une garderie pour les jeunes enfants. De plus, la piscine municipale qui est très populaire parmi les enfants est entretenue par le maire et le conseil municipal. Quant à la vie scolaire, la cantine de l'école a été complètement rénovée et de nouveaux ordinateurs ont été achetés grâce à ces personnes. En outre, ils ont aussi construit un nouveau tobogan dans le cour de récré. Enfin, l'ancienne bibliothèque était transformée en médiathèque moderne.

Section 2 – Reading and responding

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

Students who gained a high score in this section ensured that their responses were logical and grammatically sound in both English and French. They paid particular attention to the key elements of the questions and responded adequately.

Part A – Answer in English

Text 4

Question 4a.

All of:

- students living in the EU
- students at university/higher education/tertiary level
- apprentices
- students at technical schools
- trainees/(students) in training course/internship/traineeship
- students over 14 years.

Question 4b.

Four of:

- looks good on the resume
- will improve their chances of getting a job in the future

- get to know other cultures and customs
- get an additional qualification
- improve their language skills
- studies not interrupted.

Question 4c.

All of:

Reason	Author's justification
For financial reasons/Has never travelled abroad in the past.	They may feel apprehension due to the lack of a foreign language/might be afraid of a new culture.
The length of the stay (20 days only) for young people in a professional setting is very short.	But there is still a lot of paperwork to be done for the short stay/The application is time consuming.
The amount of the scholarship is not high enough.	It would not be enough to pay for extra/daily expenses while abroad.

Question 4d.

All of:

- the amount of the scholarship has been increased
- the application has been made easier
- the learning/teaching of languages has been strengthened.

Part B – Answer in French

In this part of the examination, students were asked to show their ability to understand general and specific aspects of the text and to convey information accurately and appropriately in French. Students had to answer in full French sentences and avoid bullet points to achieve a high mark.

Text 5

Question 5

Reasons to deter someone from participating in this activity were any five of the following:

- *Il faut être en bonne condition physique/en bonne forme/pouvoir marcher 25 km/avoir suffisamment d'endurance pour faire 25 km (par jour)/aimer marcher.* (One must be fit/in good shape/be able to walk for 25km every day/have the endurance to walk for 25 km/like walking.)
- *Il faut aimer marcher dans des terrains difficiles/en montagne.* (One must enjoy walking on rough terrain/in the mountains.)
- *Il faut être capable de travailler en équipe/accepter d'être dirigé.* (One must be able to work in a team/able to be supervised.)
- *Il faut faire preuve d'intérêt pour les sciences/les recherches scientifiques.* (One must be interested in science/scientific research.)
- *Il faut faire preuve d'intérêt pour la nature/aimer la nature.* (One must be interested in nature/like nature.)
- *Il faut être capable de porter son propre matériel.* (One must be able to carry one's own equipment.)
- *Il faut accepter les conseils et les directives données par les chercheurs.* (One must accept the advice and the instructions given by the researchers.)

- *Il faut savoir/pouvoir vivre en pleine nature/sous une tente.* (One must know how/be able to live in nature/under a tent.)
- *Une semaine entière, c'est trop long.* (An entire week is too long.)
- *Il ne faut pas être professionnel/avoir trop d'expérience mais être vraiment amateur.* (One must not be a professional/have too much experience, but be a true beginner.)

The following is an example of a high-scoring response:

Il existe plusieurs raisons pour lesquelles quelqu'un ne voudrait pas prendre part à cette activité. Tout d'abord, il se peut qu'un séjour d'une semaine soit trop long, et qu'on ne veuille pas rester dans la nature aussi longtemps. De plus, si on ne s'intéressait pas à la science ou à la nature, on ne passerait pas un bon moment. Par ailleurs, si on n'était pas en bonne condition physique ça serait très difficile d'aider les scientifiques avec leur travail. Les personnes qui n'aiment pas rester dans une tente ou en montagne n'aimeraient pas l'expérience non plus. En outre, on ne voudrait pas y participer si on n'était pas capable de parcourir 25 kilomètres par jour en terrain accidenté.

Section 3 – Writing in French

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

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

A number of students who selected the report and the radio announcement struggled with the structures and features of these particular text types. Students should avoid relying too heavily on memorised material, which is not always relevant to the question. It is essential to take into account not only the topic, but also the style of writing. High-scoring students ensured that their responses were highly relevant and significant. Their essays were structured coherently and demonstrated their ability to apply basic grammar rules and seamlessly integrate complex structures and idiomatic expressions.

Question 10 was the most popular question, followed by Question 7 and Question 6.

Question 6

Students had to write a report for their sport club's annual general meeting in which they were asked to evaluate the performance of the club for the year, by including two positive aspects and two aspects that need to be improved.

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

- a brief description of the club and its structure
- a review of the year's achievements
- an evaluation of the positive outcomes and the downsides
- a possible insight into the future of the club
- clear informative statements about the club.

Question 7

Students were asked to write a news item for the radio informing the local community about an upcoming event in their neighbourhood.

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

- a style that addressed the listeners directly

- a description of the event with specific details
- encouragement for listeners to attend.

Question 8

Students were asked to write an imaginative short story for a magazine for teenagers. The scenario for the story was that the student is at the zoo and suddenly one of the animals speaks to them. The story had to commence with 'Hey you!'.

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

- a conversation commencing with the prompt provided
- a logical sequence of ideas
- a resolution to the story.

Question 9

Students were asked to create a personal profile to be sent to the manager of a summer camp, in which they had to describe their ability to organise and lead activities for the children attending the following year's camp.

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

- a description of a CV
- relevant information for the sought-after job
- a description of the leadership skills required
- references demonstrating experience working with young people.

Question 10

Students were asked to write a formal letter to their teacher in which they had to persuade her/him to make them the lead in the school musical.

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

- an explanation for the letter
- a detailed description of their experience
- an outline of what they could offer the musical.