2022 VCE French written external assessment report

General comments

Students generally demonstrated a sound knowledge and understanding of the requirements for the examination.

Effective use of the 15 minutes of reading time is important. Students are allowed to use the dictionary during this period and should develop a sound understanding of the different elements in a dictionary entry to ensure they select the most accurate and appropriate word, whether in French or in English.

Responses in French showed that many students struggled to apply basic grammar rules, such as conjugating verbs in the appropriate tenses or making the correct agreement between the adjective and the noun. Students are expected to be acquainted with the grammatical elements listed on pages 13–16 of the study design, so they are able to use them correctly. Students must also be familiar with basic sentence structures. It is imperative that students be familiar with the syntactic differences between English and French to avoid literal translations which are syntactically incorrect.

To prepare for the listening and reading sections of the examination, students must ensure that they are familiar with the vocabulary from the wide range of prescribed themes and topics found on page 11 of the study design. Students who scored highly usually took detailed notes, which helped them include both general and specific information in their responses.

As stated in the study design on pages 5, 9 and 12, viewing is one of the skills assessed in the examination; however, a large majority of students did not mention the picture in their responses in Part B of Section 2.

Students must allow enough time to complete Section 3 of the examination. Practising responding to different sections of the examination under timed conditions should help students to complete all tasks within the allocated time frame.

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

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.

* They want to go somewhere for the holiday/vacation
* They have not seen them since Easter
* It will be the last chance to stay at their house

‘Holiday’ and ‘Easter’ were needed in the response in order to be awarded full marks.

Question 1b.

* Go to the market
* Cook with regional/local products/produce

Question 1c.

* Spending all summer holidays there
* Getting lost in the rooms of the house
* Playing hide and seek
* Rollerblading/skating
* Going through / using the secret doors in the bedrooms

‘Summer’ was needed in the response in order to be awarded full marks.

Question 1d.

* The house is too big for them
* Too much housework/cleaning
* Garden too difficult to maintain

Part B – Listening and responding in French

In this part of the examination students were assessed on their understanding of the listening 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 the relevant information and were expressed clearly in French were awarded full marks. A number of students used dot points to answer the questions in this section. When writing in French, students should provide link paragraphs. For Question 2b., students were not always able to differentiate between the past and present context and they used the same tense for both. Students must be able to discriminate between various tenses.

Question 2a.

* *Elle adorait la neige / Elle attendait avec impatience / Elle n’était jamais déçue* (Loved the snow / couldn’t wait for this day / never disappointed)
* *Un paysage / les jardins / les champs / les montagnes couvert(s) de neige ou beau(x) ou magique(s)* (A magical/snow-covered/beautiful countryside/gardens/fields/mountains)
* *Faire un bonhomme de neige* (Making a snowman)
* *Un rappel que Noël était proche* (A reminder that Christmas is coming soon)
* *Une passion pour le ski / passait de bonnes vacances dans une station de ski a passion* (passion for skiing / spent nice holidays at a ski resort)
* *Prendre des photos du paysage sous la neige / paysage d’hiver* (Taking photos of the countryside under snow / winter landscapes)

Question 2b.

* *Elle avait toujours froid même avec ses vêtements et chaussures d’hiver* (She was always feeling cold even if she was wearing winter shoes and clothes)
* *Elle avait toujours les pieds mouillés* (She always had wet feet)
* *Sa voiture était recouverte de neige / elle devait enlever la neige de sur sa voiture avant de pouvoir partir au travail* (Her car was buried under (a blanket of) snow in the morning / having to remove the snow from her car in the morning before going to work)
* *Elle n’ose plus conduire quand il neige* (She doesn’t dare to drive when it is snowing)
* *Elle trouve difficile de marcher dans la neige / Elle a peur de tomber* (It is too difficult to walk in the snow / She is afraid of falling over in the snow)

Section 2

Part A – Reading, listening and responding in English

A number of students repeated parts their answers in two separate question responses, in particular Questions 3c. and 3e. Students must be aware that they cannot reuse the same answer for multiple questions. With questions that require long lists, students must ensure that there are no double-ups in their responses.

Question 3a.

* Travelled to the sea or the mountains
* Annual vacation taken in July or August / July and August
* They all took four weeks leave
* Annual closure of offices and factories

Question 3b.

* Evolution in the market / the (global) economy / the world of work
* Businesses/companies need to remain competitive
* Businesses/companies can’t afford to close for several weeks in summer

Question 3c.

* Sailed alone around the world
* Learned the importance of living in harmony with nature
* Learned to rely on herself / learned to solve problems by herself / learned to cope with little/no help

Question 3d.

* Don’t know the destination
* People don’t know each other
* They will need to organise the daily life on board / she will only advise them / only offers them little help

Question 3e.

* short(er) vacations
* more flexibility in vacation dates / off peak season / more vacation during the year
* cheaper
* local destinations / destinations close to home
* discover new sites/places
* close to nature
* wants to feel free
* no prearranged/booking accommodation
* no vacations in big groups / prefer small groups
* respectful of the environment
* personal and physical challenge

Part B – Reading and responding in French

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

The reading text included a visual stimulus. High-scoring students were able to successfully incorporate information from the visual stimulus in their response. They also rephrased the content and avoided copying large chunks of text from the prompt.

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.

It was possible to achieve a high score for this question without exceeding the specified word/character limit, which is shorter than the limit specified for Section 3.

The type of work was any two of the following:

* important scientific research which will affect the future of the planet. *(des recherches importantes scientifiques qui influenceront l’avenir de la planète)*
* study the diversity of flora and fauna *(etudier la diversité de la flore et de la faune)*
* study the impact of climate change / human activities *(etudier les conséquences dûes au changement climatique / aux activités humaines)*
* study the effects of pollution on the atmosphere *(etudier l’effet de la pollution sur l’atmosphère)*
* study the effects of the melting of the icebergs/icefield *(etudier les effets de la fonte des icebergs / de la banquise)*

From the image, any one of the following points could have been included:

* the base is on the coast / accessible by ship / near a body of water *(-a base se situe sur la côte et il y a accès par bateau / près de l’eau)*
* small settlement *(une petite conglomération de bâtiments)*
* individual buildings *(les bâtiments individuels)*
* lots of space / a feeling of being isolated (*beaucoup d’espace / un sentiment d’isolation.*)

Two of the following points about daily life could have been included:

* 13-month stay *(le séjour dure 13 mois)*
* leisure activities available / high-quality meals / movies / a gym *(les loisirs disponibles / des repas de haute qualité / des films / une salle de sport)*
* everyone participates in the same way / same chores / identical bedrooms / everyone uses ‘tu’ *(tout le monde participe d’une manière égale / les mêmes corvées / chambres identiques / tout le monde se tutoie)*
* warm atmosphere / allows for establishing strong friendships / phone home *(ambiance chaleureuse / établir des amitiés profondes / téléphoner à la maison)*

Section 3 – Writing in French

Students are encouraged to use the planning space to assist in organising their ideas and making them flow as much as possible. Students need to practise writing extended responses within the specified timeframe. They also need to ensure that they address the specific audience, purpose and text type required.

Question 8 was the most popular question, followed by Questions 7 and 6.

Question 5

Students had to write an imaginative story for primary school children about someone walking through a forest and suddenly having the ability to understand what the trees are saying to each other.

Many students had the trees talking to humans rather than the trees talking among themselves. They also wrote dialogues with basic vocabulary and with no clear storyline.

High-scoring responses may have contained:

* a strong sense of context
* description of people, places, emotions and atmosphere
* a final disclosure that puts a different interpretation on preceding passages.

Question 6

Students had to write a letter to the residents of their apartment block in which they tried to convince them not to keep pets in their apartments.

In general, students were able to complete this task satisfactorily.

High-scoring responses may have contained:

* exaggeration, extravagant language and humour to create a conspiratorial relationship between the writer and the reader
* technical or scientific language, and superlatives or quantitative statements to lend authority to the content
* direct speech and questions to intensify the relationship with the audience.

Question 7

Students had to write a personal journal entry explaining why they enjoy listening to the radio.

Students who chose this topic often wrote an informative diary entry rather than a personal one and included only a few emotions or feelings.

High-scoring responses may have contained:

* emphasis on ideas, opinions, feelings and impressions, rather than factual, objective information
* sense of person/personality for the writer, in the reader’s mind
* establishment of a relationship between the writer and the reader.

Question 8

Students had to write an article for the magazine *Inventions and Discoveries* about an invention from the past 100 years, in which they had to evaluate the advantages and disadvantages of this invention for society.

Many essays were more persuasive than evaluative. Some students chose inventions that were over 100 years old.

High-scoring responses may have contained:

* a conclusion through the logical presentation and discussion of facts and ideas
* two or more important aspects of an issue or sides of an argument which were discussed rationally and objectively using evidence to support the contrasting sides or alternatives
* objective style; appeals to reason, not emotion; creation of an impression of balance and impartiality.