

VIDEO #5

~WRITTEN EXAM~

Section 2 Part B

Text 4

[Link to video](#)

Structure	Format	Criteria	Instructions	Total Marks
Section 2				35
Part A Video 4	Reading, listening and responding in English	The capacity to <b>understand</b> and <b>convey</b> general and specific aspects of texts	Read Text 3A	20
			Listen to Text 3B	
Part B	Reading and responding in French	<p>The capacity to <b>understand general</b> and <b>specific aspects</b> of texts</p> <p>The capacity to <b>convey</b> information and opinions <b>accurately</b> and appropriately</p>	Read Text 4	15

**Specific Instructions**

- Read the text and then answer the question in approximately 150 words in French
- Your response must be based on the text

**Whilst reading Text 4**

- Highlight the information you are selecting to include in your response
- Your response must be based on and demonstrate your understanding of Text 4 only
- Make a note of the key features of the required text type (page 12 of the VCE French Study Design 2020–2023) and include them as you write your response

**Look out for**

- Title, sub headings
- Introductory remarks
- Dates / times
- Email address / URL
- Author
- Punctuation
- Images
- Tone / writer's opinion

### **During writing time**

- Ensure that you spell words or expressions which you are using from the text correctly
- Try to use a variety of more complex sentence structures, which are appropriate to both the text type and the kind of writing, for example:
  - Avant de + infinitive
  - Après + perfect infinitive
  - En + present participle
  - Si clauses
  - Subjunctive

### **Writing Criteria**

#### **Assessment criteria and expected qualities for the mark range**

- Assessors mark holistically, relating student performance to the published criteria and ranking students over the full range of marks available
- Determination of the mark is assisted by the descriptors in 'Expected qualities for the mark range'. These descriptors have been written to reflect the level of achievement expected at a particular mark or mark range
- Both the criteria and the descriptors are fully explored and directly related to the range of student responses during the assessor training process
- Holistic marking will apply to responses to both Section 2 – Part B and Section 3

#### **Section 2 – Part B**

- Criterion 1 – The capacity to understand general and specific aspects of texts
- Criterion 2 – The capacity to convey information and opinions accurately and appropriately

## Expected qualities for the mark range

Mark(s)	Expected qualities
13–15	<ul style="list-style-type: none"> <li>• accurately identifies the main relevant points of the stimulus text</li> <li>• meets all the requirements of the task effectively, including the specified audience, purpose, style of writing and text type</li> <li>• organises information and ideas logically and clearly throughout the response</li> <li>• consistently uses accurate and appropriate vocabulary, grammar and sentence structure to convey meaning</li> <li>• manipulates language to successfully convey original meaning with minimal reliance on the language in the stimulus text</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• identifies most of the main relevant points of the stimulus text</li> <li>• meets most of the requirements of the task effectively, including the specified audience, purpose, style of writing and text type</li> <li>• organises information and ideas appropriately throughout the response</li> <li>• uses accurate and appropriate vocabulary, grammar and sentence structure to convey meaning</li> <li>• manipulates language to convey original meaning with occasional reliance on the language in the stimulus text</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• identifies some of the main relevant points of the stimulus text</li> <li>• meets the requirements of the task satisfactorily, including the specified audience, purpose, style of writing and text type; some requirements not fully achieved</li> <li>• organises information and ideas throughout the response satisfactorily</li> <li>• uses vocabulary, grammar and sentence structure satisfactorily to convey meaning</li> <li>• uses language to convey original meaning with some reliance on the language in the stimulus text</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• demonstrates a limited understanding of the stimulus text</li> <li>• meets only some of the requirements of the task; the specified audience, purpose, style of writing or text type not adequately addressed</li> <li>• demonstrates limited ability to organise information and ideas</li> <li>• demonstrates a basic knowledge and understanding of vocabulary, grammar and sentence structure</li> <li>• uses language to convey original meaning with frequent reliance on the language in the stimulus text</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• demonstrates a very limited understanding of the stimulus text</li> <li>• does not meet the requirements of the task</li> <li>• demonstrates an elementary knowledge and understanding of vocabulary, grammar and sentence structure</li> <li>• relies very heavily on the language in the stimulus text</li> </ul>
0	<ul style="list-style-type: none"> <li>• no evidence of meeting the criteria</li> </ul>

## Practice Question

### Part B – Reading and responding in French

#### Instructions for Section 2 – Part B

**Text 4, Question 4** (15 marks)

Read the text and then answer the question in approximately 150 words in **FRENCH**

Your response **must** be based on the text.

**TEXT 4** – Answer the following question in complete sentences in **FRENCH**.

Responses in the wrong language will receive no credit.

#### Cliiink - Le tri des déchets récompensé

Cliiink est le tout premier programme de récompense du geste de tri en France. Présent dans 12 départements de France et à Monaco, le programme Cliiink compte déjà 1 800 conteneurs équipés, 140 000 utilisateurs et 900 commerçants partenaires. Contribuer à un avenir meilleur pour la planète devient un jeu d'enfant !

Comment ça marche ?

1. Téléchargez gratuitement l'application Cliiink et inscrivez-vous.  
Pas de smartphone ? Demandez votre carte en mairie et inscrivez-vous sur cliiink.com.
2. Connectez-vous à un conteneur en Bluetooth
3. Déposez vos déchets. Chaque dépôt = 1 point.
4. Échangez vos points pour profiter d'une offre d'un commerçant près de chez vous, ou donnez-les à une association caritative.

Qui profite de Cliiink ?

La collectivité, grâce à une réduction des coûts de traitement et de transport des déchets et la suppression des débordements.

L'utilisateur, qui est récompensé et par la même occasion fait un geste citoyen et éco-responsable

Le commerçant, qui gagne des clients, les fidélise et augmente son chiffre d'affaires.

Comment avoir Cliiink dans sa ville ?

Il suffit de remplir le formulaire rapide et simple en ligne et nous apporterons notre soutien à votre conseil municipal afin de permettre au plus grand nombre de profiter de tous les bénéfices de Cliiink.

#### Question 4

Your cousins who live in Monaco have talked to you very positively about the Cliiink program that they use regularly. Write a letter to the mayor of your town to persuade them to install a Cliiink system.

Vos cousins qui vivent à Monaco vous ont parlé de manière très positive du programme Cliiink qu'ils utilisent régulièrement. Écrivez une lettre au maire de votre ville pour le / la persuader d'installer un système cliiink.

You may make notes in this space.

## Writing in French

### Questions to answer when planning:

For whom am I writing this piece of writing? (Audience)	
What am I writing? (Text type?)	
What am I trying to do? (Kind of writing)	
What is my topic?	

*Plan your response here:*



## Answers

### Part B- Reading and responding in French

- The capacity to understand general and specific aspects of texts
- The capacity to convey information and opinions accurately and appropriately
- (Refer to Section 3: Writing for more information)

### Questions to answer when planning:

For whom am I writing this piece of writing? (Audience)	Maire de votre ville
What am I writing? (Text type?)	Formal letter
What am I trying to do? (Kind of writing)	Persuade
What is my topic?	Écrivez une lettre pour persuader le/la maire de votre ville d'installer un système Cliiink

### Criterion 1: The capacity to understand general and specific aspects of texts

- Populaire : En place dans 12 départements français et à Monaco ET Cliiink a déjà 1 800 conteneurs équipés, 140 000 utilisateurs et 900 commerçants partenaires (2 points)
- Assure un meilleur avenir pour la planète (1 point)
- Bienfaits pour les citoyens (2 points)
  - gratuit
  - facile à utiliser
  - peut être utilisé même si on n'a pas de portable
  - obtention de points permettant accès à des offres spéciales
- Bienfaits pour la collectivité (2 points)
  - ville plus propre
  - réduction des coûts de gestion de ramassage de déchets
  - dons de fonds à des associations caritatives/ de bienfaisance
- Bienfaits pour les commerces locaux (2 points)
  - augmentation des bénéfices
  - fidélisation de la clientèle
  - acquisition de nouveaux clients
- Aide disponible pour mise en place du système dans l'agglomération (1 point)

**Criterion 2: The capacity to convey information and opinions accurately and appropriately**

<p><b>Key features of text</b></p>	<p>N.B. Features of a formal letter: address; date; salutation; greeting; body (content); farewell; signing off; register; style; layout. Remember the following important features of a formal letter:</p> <ul style="list-style-type: none"> <li>• Senders address on LHS, recipient on RHS</li> <li>• (Cher) Monsieur/(Chère) Madame</li> <li>• Dans l'attente de votre réponse, je vous prie (cher) Monsieur de croire l'assurance de mes salutations distinguées [Formal closer – NOT OPTIONAL]</li> </ul>
<p><b>Kind of writing</b></p>	<p>Persuasive – techniques?</p>
<p><b>Key words</b></p>	<ul style="list-style-type: none"> <li>• maire, persuader, programme, recompense, tri, votre ville , télécharger, s'inscrire, déchets, débordements, bénéfiques</li> </ul>
<p><b>Tenses</b></p>	<p>As wide a variety as possible:</p> <ul style="list-style-type: none"> <li>• <b>Passé composé/ imparfait</b> - describe what has happened</li> <li>• <b>Plusqueparfait</b> – what had happened prior to that</li> <li>• <b>Subjonctif</b> – suggesting urgency, using certain conjunctions like 'il faut que'</li> <li>• <b>Hypothèses</b> - conditionnel / si clauses</li> <li>• <b>Prédictions</b> - futur simple / futur proche</li> </ul>
<p><b>Connecteurs logiques</b></p>	<ul style="list-style-type: none"> <li>• D'abord/ensuite</li> <li>• Premièrement, deuxièmement</li> <li>• Néanmoins</li> <li>• Cependant, etc</li> </ul>

**Please note, these answers are provided as a guide only to correction. In some cases it is quite possible that variations to the suggested answers could be found to be acceptable.**

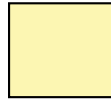
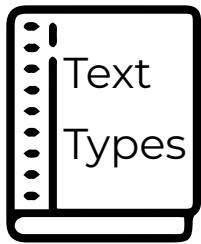


# Video #5

## Section 2 Part B

### REVISION CHECKLIST

- Kinds of writing: informative, persuasive, evaluative, personal or imaginative
- Text Types
- Connecteurs logiques
- Sentence structures
- What to look out for in the text



- Avant de + infinitive
- Après + perfect infinitive
- En+ present participle
- Si clauses
- Subjunctive