

UNPACKING THE VCE FRENCH EXAM



CREATED BY
the Association of French Teachers in Victoria
www.aftv.vic.edu.au

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For the most accurate information on the VCAA examination format and assessment criteria, go to the VCAA website www.vcaa.vic.edu.au and click on VCE.

C O N T E N T S

Video 1: Intro	1	Video 5: Section 2 Part B	23
What to bring checklist	2	Practice Question	26
Video 2: Oral	3	Answer	29-30
Themes & topics	4	Revision checklist	31
Part 1 questions	5	Video 6: Writing	32
Part 2 questions	6	Text types	33
Video 3: Listening	7	Writing criteria	35-36
Part A questions	10	Practice Questions	37
Part A answers	12	Example answer	39
Part B questions	13	Revision checklist	40
Part B answers	14	Video 7: Anand's tips	41-42
Revision checklist	15	Grammar	43
Video 4: Section 2 Part A	16	Faux-Amis	43
Text 3A	18	Acronyms	43
Practice questions	19-20	Connecteurs logiques	43-45
Listening 3B	21	Stylistic devices	45
Answers	21-22		

VIDEO #1
~INTRODUCTION~
[Link to video](#)

The Oral Exam	The Written Exam
Monday 3 October - Tuesday 25 October 2022 Notified of dates and times from mid August	Wednesday 16 November 2022 at 2:00-4:15pm

What to take to the Written Exam?

- A clean dictionary with no added notes or tabs (monolingual AND/OR bilingual)
- Water (clear, unlabelled bottle). (You won't make friends by coughing during the listening section)
- Take pens, highlighters, reliable transport and a deep breath!
- Calm breathing, mindfulness and meditation are always good

During Reading Time

- No pens allowed
- Read questions thoroughly, especially listening
- You can refer to your dictionary

Additional information

- The total length of one playing of the three listening texts will be 4½ – 5 minutes.
- The total length of the two reading texts in Section 2 will be approximately 500 words.
- There will be one or two visual texts in this examination.

Relevant references

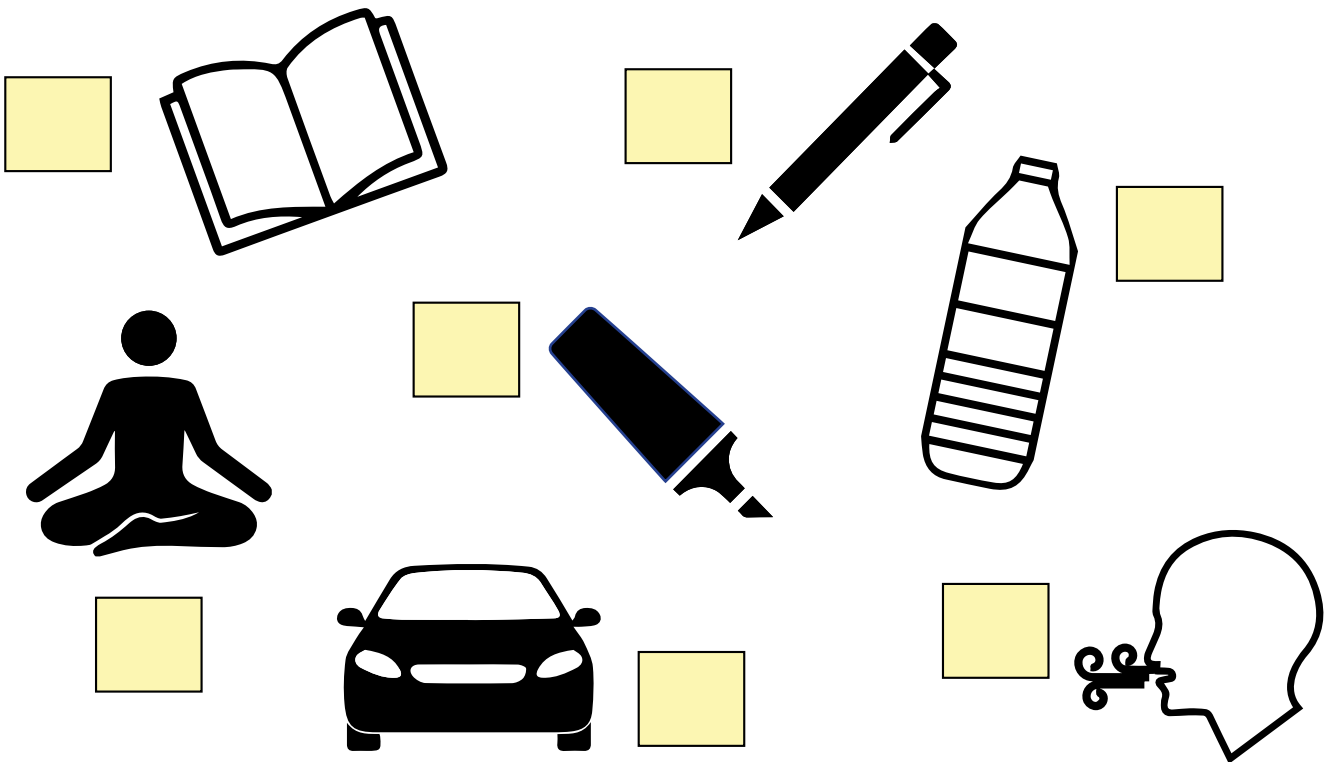
- The following publications should be referred to in relation to the VCE French written examination:
 - VCE French Study Design 2020–2023
 - VCE French – Advice for teachers 2020–2023
 - VCAA Bulletin Advice

Video #1

Introduction

WHAT TO BRING CHECKLIST

- A clean dictionary with no added notes or tabs (monolingual AND/OR bilingual)
- Water (no labels)
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- Calm breathing, mindfulness and meditation are always good



VIDEO #2
~ORAL EXAM~

Section 1 + 2

[Link to video](#)

Monday 3 October - Tuesday 25 October 2022

Structure	Format	Criteria	Length	Total Marks
40				
Section 1	Conversation	1. Content & communication Information, ideas and opinions about the student's personal world and their interactions with the language and culture as learners 2. Language Accurate and appropriate language structures and vocabulary related to the student's personal world and their interactions with the language and culture as learners	7 minutes	20 marks
Section 2	Discussion	1. Content & communication Information, ideas and opinions related to the chosen subtopic and supporting visual material 2. Language Accurate and appropriate language structures and vocabulary related to the chosen subtopic and supporting visual material	8 minutes	20 marks

Format

- Two assessors
- Upon entering, greet your assessors
- You will be asked in French to state your student number in English
- You will then be asked in French to indicate in French your chosen subtopic and the supporting visual material that you have brought with you for the discussion in Section 2
- Supporting visual material is a requirement
- This introductory information will not be assessed

Prescribed themes and topics, and suggested subtopics

The individual	The French-speaking communities	The world around us
• Personal identity and lifestyles For example, <i>personal opinions and values, adolescence, generational differences, health and wellbeing, leisure, rights and responsibilities, gender issues.</i> • Relationships For example, <i>family and friends, school relationships, work relationships, pets, relationships through social media.</i> • Aspirations, education and careers For example, <i>forward looking to the future, hopes and concerns, challenges and goals, exchanges and gap years, tertiary options, casual work, occupations and careers, lifelong learning, work-life balance.</i>	• The francophone world For example, <i>the French overseas departments and territories, living in France and francophone countries, traditions and regional life, the French political system, visiting France.</i> • Historical perspectives For example, <i>important historical events, social structures in the past and their influence on the present, colonial France, significant historical figures.</i> • French cultural perspectives For example, <i>fashion, cinema, architecture, arts, gastronomy, music, tourism, literature, theatre.</i>	• Global and contemporary society For example, <i>cultural and language identity, migration, the place of France in Europe, the European Union's global influence, effects of humans on nature, social justice, volunteering, charities, an ideal world, travel.</i> • Communication and media For example, <i>the internet, advertising, social media, our connection to screens, newspapers, TV, radio, entertainment, cinema.</i> • Technology and science For example, <i>research, manufacturing, advances and innovations, the impact of technology and science on society, sustainability.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested subtopics.

Section 1: Conversation

About the student's personal world and their interactions with the language and culture as learners

- General conversation between the student and the two assessors about the student's personal world and their interactions with the French language and culture as learners
- May support your personal reactions by referring to any of the relevant subtopics studied in class from the themes 'The individual' and 'The French-speaking communities'

Les Astuces

- Preparation is key but so is spontaneity
- Use interesting content and expand on the assessors' questions
- Manipulate the conversation towards your favourite areas
- Build a mind map of different ways in which the conversation could progress
- Run practice orals with teachers and other native French speakers

Possible questions

- Questions ouvertes - en étudiant les relations qu'est-ce que vous avez étudié?
- Est-ce que vous avez étudié qqch qui vous a choqué?
- Qu'est-ce qui était difficile/facile/différent/surprenant ?
- Pourquoi apprendre le français quand tout le monde parle anglais ?
- Quel thème avez-vous préféré ?
- Quels conseils donneriez-vous à un.e élève qui veut étudier le français ? - qu'est-ce que vous recommanderiez?
- Est-ce que l'expérience de [xx] est différente en Australie et en France?
- Comment ça se passe en Australie?
- Est-ce que vos études de français vous ont aidé à mieux comprendre votre langue maternelle?
- Parlez de la présence ou l'absence de la culture française en Australie?
- Qu'est-ce que l'apprentissage de français vous a apporté ?
- Pourquoi faire un échange ?
- Est-ce que vous regardez souvent les émissions françaises? Laquelle avez-vous préférée?
- Est-ce que vous avez remarqué des différences entre le français [parlé] en Nouvelle Calédonie/au Canada ?

Section 2: Discussion

About chosen subtopic and supporting visual material

- The subtopic and the supporting visual material must be related to either the prescribed theme 'The French-speaking communities' or the prescribed theme 'The world around us'
- The focus of the discussion will be on exploring aspects of the subtopic, including information, opinions and ideas
- You will be expected to respond to questions on the subtopic itself and the supporting visual material that you have brought with you

Les Astuces

- Research your topic in depth and prepare for a range of sample questions
- Use other texts to discuss your sous-thème - VCAA is looking for spontaneity and to satisfy the needs of the bell curve
- Express your opinion!
- Review vocabulary to include your photo/image in the discussion - au premier plan, à l'arrière plan - et des mots clés
- Discuss your topic in the context of French culture and values. If possible, mention the significance of your topic to France/the world today.

Possible questions

- Pourquoi avez-vous choisi cette photo/image ?
- De quel thème traite cette photo/image?
- Comment vous l'interprétez?
- Comment la photo/image est-elle liée au thème?

Possible questions: 'la voiture électrique'

- Est-ce que c'est la voiture de l'avenir ?
- Est-ce que cette photo/image représente la France de l'avenir ?
- Pourquoi acheter cette voiture ?
- Est-ce que cette voiture est disponible en Australie ?
- Pollution en France par rapport à l'Australie
- Quel est le message de cette image ?
- Qu'est-ce que c'est que ça ? [Indiquez qqch]
- Quels sont les effets positifs des voitures électriques ?
- Pourquoi mettre la voiture devant un lac ?
- Est-ce que la France est devenue un leader dans la protection de l'environnement ?
- Quel genre de voiture est-ce que vous achèteriez ?
- Que savez-vous au sujet de la marque Renault ?
- Est-elle populaire en France ?
- Qu'est-ce que vous faites, vous, pour protéger l'environnement ?
- Pensez-vous que tout le monde aura accès à cette technologie à l'avenir ?
- Est-ce qu'il y a de meilleures solutions pour combattre la pollution ?
- Pourquoi la voiture est appelée Zoé ?

Ideas

- Make a resume after studying each theme
- If asked about an area you're less familiar with, you should steer examiners to another area you're more comfortable with

Approved materials & equipment

- Supporting visual material must consist of one image on a piece of paper no larger than A3
- Three-dimensional objects are not permitted
- The quality of the supporting visual material will not be assessed
- The supporting visual material should not include any writing. If the supporting visual material does contain writing, the amount of writing must be minimal [e.g. a heading]
- Dictionaries, notes and cue cards are not permitted

VIDEO #3

~WRITTEN EXAM~

Listening Part A + Part B

[Link to video](#)

Structure	Format	Type of questions and answers required	Number and type of texts	Allocated marks	Total Marks
Section 1					20
Part A	Questions phrased in <u>English</u> for responses in <u>English</u> – no visual	• Tables • Charts • Lists • Forms	Listen to Text 1	10 marks	
Part B	Questions phrased in <u>English</u> and <u>French</u> for responses in <u>French</u> – no visual	• Multiple choice • Open ended questions • True/False Usually the number of marks equals the number of points you should include	Listen to Text 2	10 marks	

Simple Tasks to Practise:

- Complete past VCAA papers
- Use any websites which focus on Listening comprehension texts
- Listen to French radio and TV (RFI/ TV5 Monde)
- Download French podcasts, French Youtube!
- Listen to French music, French films
- Set French as the default language on your devices
- Practise with your friends and your teacher
- Immerse yourself in French every day!

Revise

- Numbers, dates, times
- Alphabet (g=gé, j=ji w y i e)
- Directions (tout droit, à droite, au bout de, au coin de)
- Place names (Tours, Montréal)
- Beware of faux-amis
- Acronyms

During the Exam:

Reading Time:

- Try to imagine the context
- Can you predict any answers?
- What are you looking for? Highlight the question word/s. Are you being asked How/Why/Where/When/What/Who? Watch for 2 of these in the same question
- Are complete sentences required? Don't waste precious time reiterating the question
- How will you show your best French?

First Playing:

- Take notes in French in the margin
- Keep up with the text
- Transfer your answers if you have time
- DON'T consult a dictionary while listening
- Check you are answering in the correct language

Pause:

- Transfer the answers of which you're confident into the spaces provided if you have time
- Check key words in a dictionary if you have time
- Attention: check spelling!
- Get ready for the 2nd playing

Second Playing:

- Add more info to your notes
- Check your answers – especially numbers and dates
- Transfer your information to the space provided if you have time

After Text 2:

- Transfer all your answers from your notes into the spaces provided
- Check genders, agreements, accents
- No blanks! Make an educated guess based on the text - You are NOT penalised for incorrect responses
- Everything in the margin will be ignored – even a perfect answer! :(
- Usually the spaces provided give you an idea of how much you should write. If you write more, circle it and draw an arrow to the rest of the answer to show it should be assessed

Tips for Text 2 (answers in French):

- Read questions in French and in English
- Take notes in French and transfer your answers using your best French BUT:
 - Don't copy question forms in your answer
 - Remove question words. Remove verb inversions
- You may not have to write in complete sentences, but you want to show your best French
- Check genders/ agreement/ spelling/ tenses and use some good linking words where possible eg: Néanmoins, pourtant, d'ailleurs
- As soon as all your answers have been entered and proofread MOVE ON to section 2!

Summary:

- Take notes in French, using suitable abbreviations and shorthand
- Answer the questions precisely... don't write everything, just what is required
- Transcribe unfamiliar words phonetically and try different possibilities in the dictionary
- During the pauses: check detail, transfer easy answers and highlight any gaps to fill
- Write in complete sentences in French. Use the question statement to formulate your answer
- Focus on grasping the overall context of each passage, not losing track of what is happening
- Remember all answers must be based on the text

SECTION 1

Part A – Listening and responding in English - Text 1 [HERE](#)

Instructions for Section 1 – Part A

Text 1, Question 1 (10 marks)

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 **ENGLISH**.

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

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

Responses in the wrong language will receive no credit.

Question 1

- a. What are the 6 selection criteria for Lucie and Nic in choosing their holiday destination ?

3 marks

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

- b. What is the issue with going to Reunion Island?

1 mark

- c. For each destination, fill in the grid with one activity each person will enjoy:

6 marks

	Nic	Lucie
Le Maroc		
La Réunion		
La Martinique		

Transcript – 2’32 approx. - Recording [HERE](#)

Lucie: Bonjour Nic ! Tu as des projets pour les vacances d’été ?

Nic : A vrai dire, pas vraiment et toi ? J’ai besoin de changer d’air ! Sur mon compte Insta, je vois tant de pubs défiler pour des vacances au soleil, ça me fait vraiment envie.

Lucie : Et bien justement, je voulais te proposer quelques destinations qui offrent des séjours à prix compétitifs. Quel serait ton budget ?

Nic : Si tu peux trouver un séjour à moins de 850 euros, ça m’intéresse. Quelles sont les destinations que tu proposes?

Lucie : Moins de 850 €, c’est noté. Et bien, comme ni toi et ni moi parlons bien l’anglais, j’ai pensé que ce serait mieux d’aller visiter un pays francophone. Que penses-tu du Maroc ? La ville de Marrakech offre beaucoup de visites de son centre historique, ce qui m’intéresse beaucoup. Et pour toi qui est si sportif : tu pourras faire de l’escalade dans les montagnes qui entourent la ville.

Nic : Quel exotisme! Mais tu sais : j’ai vraiment envie d’être au bord de la mer pour pouvoir faire des sports nautiques.

Lucie : Alors pourquoi ne pas aller à la Réunion ? c’est une île donc tu pourras profiter des plages paradisiaques tout en faisant de la plongée sous-marine. Tu pourras aussi faire une randonnée pour voir le célèbre volcan, pendant que je goûterais les spécialités locales dans les marchés ou que j’apprendrais plus sur la culture réunionnaise au musée historique. Le seul problème c’est que la promotion actuelle n’est valable que pour un départ mi-août, donc ça limiterait nos options de dates.

Nic : En effet, aurais-tu une autre île en tête ?

Lucie : Que penses-tu de la Martinique dans les Caraïbes? On pourrait partir en juillet ou en août. Imagine-toi nager dans l’eau turquoise ou partir en randonnée dans la forêt tropicale ?

Nic : Ah oui je m’y vois tout à fait ! Mais est-ce que la formule proposée inclut des sorties culturelles ? Je sais combien elles sont importantes pour toi.

Lucie : Et bien, comme l’hébergement se trouve loin des grandes zones touristiques, ça nous donnera une vision authentique de l’île et on aura la possibilité de rencontrer la communauté locale.

Nic : A ton avis, quelle destination offre le meilleur mélange d’activités sportives et culturelles ? Je te laisse choisir sachant que je suis disponible tout l’été.

Lucie : D’accord, je vais t’envoyer plus d’informations précises lorsque j’aurais fait mon choix.

ANSWERS:

Questions 1 (3 marks)

6 answers. 1/2 mark allocated per correct answer. (Note - 2 1/2 correct will become 3 marks)

- Must be a French speaking country
- Budget must remain under 850 €
- Must leave in July or August (not during summer)
- Must include cultural activities
- Must be near the sea
- Must include sport activities

Question 2 (1 mark)

One of:

Dates are not flexible / must depart from 15th August / must depart in the middle of August / they cannot go in July / limited choice of dates.

Question 2 (6 marks)

For each destination, fill in the grid with one activity each person will enjoy:

	Nic	Lucie
Le Maroc	Mountain climbing	Visit of the historical centre
La Réunion	scuba diving / hike to volcano	Markets / history museum
La Martinique	sport activities	Meeting the local community

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.

Part B – Listening and responding in French - Text 2 [HERE](#)

Instructions for Section 1 – Part B

Text 2, Question 2 (10 marks)

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 complete sentences in **FRENCH**.

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

Texte 2 - Answer the following questions in complete sentences in **FRENCH**.

Responses in the wrong language will receive no credit.

Question 2

- a. Explain the registration conditions for the 2021 edition of *24 heures cyclistes* and what Marion and Romain are signing up for.

Expliquez les modalités d'inscriptions aux *24 heures cyclistes* 2021 et à quoi Marion et Romain s'engagent. 4 marks

- b. Explain how Marion knows about *Vélafrrique*, what *Vélafrrique* actually does and who benefits from *Vélafrrique*.

Expliquez comment Marion connaît *Vélafrrique*, ce que *Vélafrrique* fait et qui bénéficie de l'aide de cette association ? 6 marks

TRANSCRIPT - Recording [HERE](#)

- Bonjour, Marion, ça va ?
- Oui, Romain. Et toi ?
- Moi, ça va. Dis donc, Marion, tu as entendu la nouvelle ?
- Quelle nouvelle ?
- Les 24 heures du Vélib' vont ravoïr lieu cette année.
- Non ?
- Si, tu te souviens, on y avait participé en juin 2012.
- Oh oui, je m'en souviens.
- Et bien, cette année, en 2021, les organisateurs ont rebaptisé cet événement *les 24 heures cyclistes* pour permettre aux Parisiens de non seulement profiter du plein air après le confinement mais aussi d'aider l'association caritative de leur choix.
- C'est une bonne idée, ça.
- Alors, on s'inscrit ?
- D'accord
- Alors, on doit d'abord s'inscrire sur le site *les 24 heures cyclistes*, ensuite payer 5 euros d'inscription chacun et aussi donner le nom de l'association caritative que nous voulons soutenir et ainsi nous allons aider Vélib' à atteindre l'objectif de ces *24 heures cyclistes*, c'est à dire rouler sur plus de 25 000 km avec ces 400 Vélib'.
- Je suis partante. A une condition, Je veux que nous soutenions l'association suisse *Vélafrique*.
- C'est quoi, cette association ?
- C'est l'association caritative que mon ancien colocataire Samuel a montée en Suisse. Ils récupèrent des vélos, les réparent et les envoient par bateau en Afrique.
- Ils ont vraiment besoin de vélos en Afrique ?
- Romain, ces vélos permettent aux gens de se déplacer et de transporter de l'eau et des marchandises.
- Soutenons donc *Vélafrique* !
- Bon, ouvre ton ordinateur et inscrivons-nous !

ANSWERS

2a.

4 of

Ils doivent :

1. s'inscrire sur le site (1 mark) des 24 heures cyclistes
2. payer 5 euros de frais d'inscription (1 mark) chaque (1 mark)
3. choisir l'association caritative qu'ils veulent soutenir (1 mark)
4. aider à atteindre l'objectif ie 25 000 kilomètres avec 400 Vélib (1 mark)

2b.

6 of

1. L'ancien colocataire (1 mark) suisse de Marion a monté cette association (1 mark)
2. Le but de cette association est de récupérer des vélos (1 mark), de les réparer (1 mark) et de les envoyer en Afrique (1 mark).
3. Cela permet aux gens de se déplacer (1 mark) et de transporter de l'eau (1 mark) OU des marchandises (1 mark)

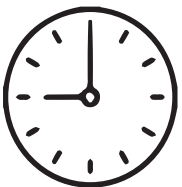
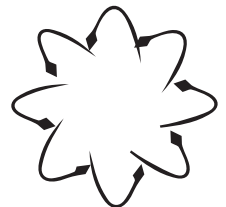
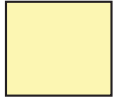
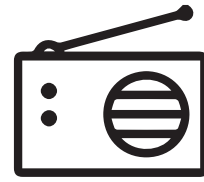
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Video #3

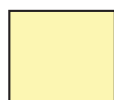
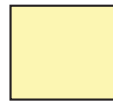
Listening 1 + 2

REVISION CHECKLIST

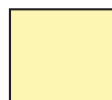
- Listen to French radio and TV (RFI/ TV5 Monde)
- Download French podcasts, French Youtube!
- Listen to French music, French films
- Set French as the default language on your devices
- Practise with your friends and your teacher
- Complete past VCAA papers
- Immerse yourself in French **EVERY DAY !**
- Dates
- Numbers
- Times
- Alphabet (g=gé, j=ji w y i e)
- Directions (tout droit, à droite, au bout de, au coin de)
- Place names (Tours, Montréal)
- Beware of faux-amis
- Acronyms



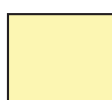
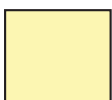
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VIDEO #4

~WRITTEN EXAM~

Section 2 Part A

Texts 3A and 3B

[Link to video](#)

Structure	Format	Criteria	Instructions	Total Marks
Section 2				35
Part A	Reading, listening and responding in English	The capacity to understand and convey general and specific aspects of texts.	Read Text 3A	20
			Listen to Text 3B	
Part B Video 5	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.	Read Text 4	15

Specific Instructions

- You have five minutes to read Text 3A
- At the end of the five minutes, Text 3B, a listening text, will be played
- 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. Answer the questions in English
- Questions may relate to either Text 3A or Text 3B, or to both texts
- All responses must be based on the texts

During reading time

- Read all questions carefully, especially those pertaining to any spoken text
- During the five minutes allocated to reading Text 3A, read all questions relating to Texts 3A and 3B and clearly identify the ones relevant to Text 3B
- This will help you take notes during the two playings of the spoken text
- Then read the written text. If you don't have time to read Text 3A in its entirety, you can easily go back to it

Les Astuces

- Read the questions carefully and ensure that you do answer them appropriately
- Highlight the key question words: who, what, where, when, why, how
- And whether the information required is contained in Text 3A, Text 3B or both
- Jot down the key question words you have highlighted to help you extract the required information as you hear it
- Answer each question carefully and thoroughly
- Look at the marking scheme and the space provided
- This will allow you to gauge how many pieces of information are required, and the length of the expected answer
- For filling in tables, ensure you put the required information in the appropriate section

SECTION 2

Part A – Reading, listening and responding in English - Text 3 HERE

Instructions for Section 2 – Part A

Texts 3A and 3B, Question 3 (20 marks)

You have five minutes to read Text 3A.

At the end of the five minutes, Text 3B, a listening text, will be played. 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.

Answer the questions in **ENGLISH**. Questions may relate to either Text 3A or Text 3B, or to both texts. All responses **must** be based on the texts

TEXT 3A

Toulouse : comme à Bordeaux, la guerre des sapins de Noël aura-t-elle lieu ?

Va-t-on assister à une guerre du sapin de Noël à Toulouse entre défenseurs et opposants de l'arbre naturel ?

Cet été, en décidant de mettre fin à la tradition du grand sapin de Noël place Pey-Berland, le nouveau maire « Europe Ecologie les Verts » de Bordeaux, Pierre Hurmic, a déclenché une vive polémique sur ce sujet.

Il veut en effet supprimer le traditionnel arbre de Noël, se défendant de ne pas vouloir utiliser d'arbres morts, mais uniquement des spectacles de rues et d'illuminations. Ceci, pour ralentir la déforestation et protéger les arbres, et il propose ainsi également de créer « La Charte des droits de l'arbre » fin 2020.

Le conseil municipal de Toulouse vise à « soutenir l'installation de sapins de Noël naturels à Toulouse ». « La remise en cause de traditions populaires par des considérations environnementales est préjudiciable à la défense de notre environnement. Les enjeux écologiques doivent essayer de trouver l'adhésion du plus grand nombre de personnes pour une efficacité bien plus forte que des mesures symboliques. Les déclarations chocs mais aussi l'attaque de nos traditions sont en ce sens contre-productives », écrit le conseil municipal.

Sur cette base, la municipalité défend son choix de l'an dernier d'un grand sapin de vingt mètres de haut composé de 385 petits sapins naturels. La mairie le défend pour des raisons environnementales, économiques et sociales. Ce choix « participe à la préservation de notre patrimoine forestier en évitant la coupe d'arbres de 80 ans par la plantation de jeunes sapins qui absorbent davantage de CO₂ ». Et ces sapins de Noël « issus de plantations durables et cultivés à cet effet », qui « contribuent à la lutte contre la déforestation », soutiennent une activité économique « embauchant en France 440 000 personnes ».

« Nous voulons concilier l'écologie et l'attachement à nos traditions nationales qui dépassent le cadre strictement religieux », affirme Pierre Esplugas adjoint au maire de Toulouse.

Publié le 06/10/2020

Jean-Noël Gros

You may make notes in this space for Text 3A and Text 3B.



TEXTS 3A and 3B – Answer the following questions in **ENGLISH**. Responses in the wrong language will receive no credit.

Question 3

- a. What reasons are given in the reading text (Text 3A) and the listening text (Text 3B) for buying a real tree for Christmas? 5 marks

- b. What reasons are given in the listening text (Text 3B) for not buying a real tree for Christmas? 3 marks

c. According to the reading text (Text 3A), why doesn't the mayor of Bordeaux want a real tree this year? 5 marks

d. How does the mayor of Toulouse react against the mayor of Bordeaux's statement? 4 marks

e. Between the reading and the listening sources (Text 3A and 3B), which person/s is/are the most likely to use the visual image? Justify your answer with three points. 3 marks

TEXT 3B (audio script) - Recording [HERE](#)

- Claude : Bon, Chantal, on est le 1^{er} décembre, est-ce que tu veux faire le sapin de Noël avec les enfants ce soir, quand on rentre du travail ?
- Chantal : Oh oui, quelle bonne idée. Mais cette année mon chéri, je pensais que nous pourrions aller acheter un VRAI arbre de Noël. Pour changer un peu.
- Claude : Mais pourquoi ? Notre petit arbre artificiel est très bien. Tu l'adores !! Tu l'as toi-même choisi il y a 8 ans quand Théo avait 4 ans. Tu le voulais blanc et on l'a acheté blanc. Tu le voulais d'1 mètre 20 de haut et on l'a pris de cette hauteur. Tu voulais un joli pot rouge pour l'y installer et ... on a pris le pot. Alors pourquoi aujourd'hui, on détruirait notre tradition familiale de 8 ans ? Les enfants vont être tristes. Ils sont si contents tous les ans de le descendre du grenier et de le préparer avec toutes ses décorations. En plus, je ne veux pas de vrai sapin, il faut aider l'environnement, et protéger les poumons de notre Terre.
- Chantal : Oui, tu as raison, j'adore notre petit sapin blanc. Mais je veux un peu changer la routine. Un beau sapin vert, qui sent bon la forêt... voilà ce que j'aimerais cette année. Et je ne suis pas d'accord, acheter un vrai sapin ne détruit pas la planète. Ces sapins viennent de fermes qui les produisent spécialement pour Noël. Il y a une plantation d'arbres de Noël à 10 kilomètres d'ici. Les arbres sont spécialement plantés depuis des années pour les fêtes de Noël. Ainsi, ces fermes aident à arrêter la déforestation. Donc, en achetant notre arbre, nous ne contribuons pas du tout à la déforestation ! Et je ne vois pas trop les bienfaits d'un arbre en plastique pour l'environnement ! D'ailleurs, j'ai lu dans un rapport de la fondation David Suzuki que le vrai sapin est le réel vainqueur pour le bien-être de la planète! Selon la fondation, les arbres artificiels ont une empreinte de carbone trois fois plus lourde relative aux changements climatiques et à l'appauvrissement des ressources naturelles. Donc tu vois, acheter un sapin aiderait notre planète !!
- Claude : Hmm, c'est intéressant ce que tu dis. Je n'avais pas vu le problème de ce côté du tout. Écoute, pourquoi ne pas en discuter avec les enfants ce soir ? On votera ensemble. Notre traditionnel arbre de Noël ou le nouveau sapin ?

ANSWERS

Question 3

a. What reasons are given in the reading text (Text 3A) and the listening text (Text 3B) for buying a real tree for Christmas? 5 marks

These Christmas trees come [from farms that plant them specially](#) for Christmas [to help stop deforestation](#).

These young Christmas trees [help the preservation of forests by avoiding cutting down old trees \(80 year old trees\)](#).

These Christmas trees [also help economic activity](#) as in France, these farms [give jobs to 440 000 people](#).

b. What reasons are given in the listening text (Text 3B) for not buying a real tree for Christmas? (any 3 from below) 3 marks

The husband says that his wife loves the plastic tree. She chose it herself.

He doesn't want to stop the family tradition

He thinks the children will be sad.

He wants to help the environment and protect the planet's lungs.

c. According to the reading text (Text 3A), why doesn't the mayor of Bordeaux want a real tree this year? 5 marks

He does not want to use dead trees.

He wants street performances

He wants light shows

He wants to slow down deforestation

He wants to protect trees and create a charter (of the Rights of Trees)

d. How does the mayor of Toulouse react against the mayor of Bordeaux's statement? (any 4 from below) 4 marks

He wants to keep the use of natural trees for Christmas in Toulouse

He doesn't like the idea of using the environment's problems to stop Christmas traditions.

He decided to keep last year's idea

They will have a 20 meter high natural tree

Made of 385 little Christmas trees

e. Between the reading and the listening sources (Text 3A and 3B), which person/s is/are the most likely to use the visual image? Justify your answer with three points. 3 marks

In text 3A: the mayor of Bordeaux as he does not want natural trees

In text 3B: Claude/the husband as he wants to keep his artificial tree

They both think that by using plastic, they will help the planet.

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
~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 understand and convey general and specific aspects of texts	Read Text 3A	20
			Listen to Text 3B	
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	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	- accurately identifies the main relevant points of the stimulus text - meets all the requirements of the task effectively, including the specified audience, purpose, style of writing and text type - organises information and ideas logically and clearly throughout the response - consistently uses accurate and appropriate vocabulary, grammar and sentence structure to convey meaning - manipulates language to successfully convey original meaning with minimal reliance on the language in the stimulus text
10–12	- identifies most of the main relevant points of the stimulus text - meets most of the requirements of the task effectively, including the specified audience, purpose, style of writing and text type - organises information and ideas appropriately throughout the response - uses accurate and appropriate vocabulary, grammar and sentence structure to convey meaning - manipulates language to convey original meaning with occasional reliance on the language in the stimulus text
7–9	- identifies some of the main relevant points of the stimulus text - meets the requirements of the task satisfactorily, including the specified audience, purpose, style of writing and text type; some requirements not fully achieved - organises information and ideas throughout the response satisfactorily - uses vocabulary, grammar and sentence structure satisfactorily to convey meaning - uses language to convey original meaning with some reliance on the language in the stimulus text
4–6	- demonstrates a limited understanding of the stimulus text - meets only some of the requirements of the task; the specified audience, purpose, style of writing or text type not adequately addressed - demonstrates limited ability to organise information and ideas - demonstrates a basic knowledge and understanding of vocabulary, grammar and sentence structure - uses language to convey original meaning with frequent reliance on the language in the stimulus text
1–3	- demonstrates a very limited understanding of the stimulus text - does not meet the requirements of the task - demonstrates an elementary knowledge and understanding of vocabulary, grammar and sentence structure - relies very heavily on the language in the stimulus text
0	no evidence of meeting the criteria

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:

[illegible]

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 Cliink

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

- Populaire : En place dans 12 départements français et à Monaco ET Cliink 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

Key features of text	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: • Senders address on LHS, recipient on RHS • (Cher) Monsieur/(Chère) Madame • Dans l'attente de votre réponse, je vous prie (cher) Monsieur de croire l'assurance de mes salutations distinguées [Formal closer – NOT OPTIONAL]
Kind of writing	Persuasive – techniques?
Key words	• maire, persuader, programme, recompense, tri, votre ville , télécharger, s'inscrire, déchets, débordements, bénéfices
Tenses	As wide a variety as possible: • Passé composé/ imparfait - describe what has happened • Plusqueparfait – what had happened prior to that • Subjonctif – suggesting urgency, using certain conjunctions like 'il faut que' • Hypothèses - conditionnel / si clauses • Prédictions - futur simple / futur proche
Connecteurs logiques	• D'abord/ensuite • Premièrement, deuxièmement • Néanmoins • Cependant, etc

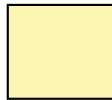
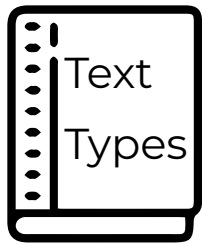
Please note, these answers are provided as a guide only to correction. In some cases it is quite possible that variations to the suggested answers could be found to be acceptable.

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

VIDEO #6

~WRITTEN EXAM~

Section 3
Writing in French

[Link to video](#)

Format	Criteria	Instructions	Total Marks
Section 3			20
Write a text in French that presents ideas and/or information and/or opinions and/or arguments	Capacity to demonstrate relevance, breadth and depth of content (Relevance, depth and structure) Capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar (Accuracy, appropriateness and cohesiveness)	Attempt one of the four tasks.	20

Specific Instructions

- Each task is related to one of the prescribed themes & will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text type
- The four tasks in Section 3 will differ from the task in Part B of Section 2 in both text type and style of writing
- You will be required to write a response of 200–300 words
- The tasks will be phrased in English and French for a response in French
- A visual text may be included in this section of the examination

Kinds of writing

Personal

- Develops a relationship between writer and reader
- Often uses familiar and emotive language
- Your opinion is required

Imaginative

- Aims to create a strong impression
- Includes description to evoke a certain atmosphere by use of language and structure

Persuasive

- Aims to manipulate the reader's emotions and opinions
- Aims to achieve a specific purpose
- Will use certain language with a particular audience in mind

Informative

- Conveys information as clearly as possible
- Uses facts, quotations and references as evidence
- Normally, NO particular point of view to convey

Evaluative

- Presents and discusses facts and ideas logically
- Presents 2+ important aspects of an issue or sides of an argument
- Uses objective style

Text Types

Text types and writing styles	VCE French Units 1 and 2: 2019–2023; Units 3 and 4: 2020–2023 12															
Text types Students come into contact with a wide range of texts when undertaking VCE French and practise listening, speaking, reading, writing, and viewing skills through texts of all types. The texts used by students to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop student learning in the selected subtopics for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students. For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic. It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general. The text types that students can reasonably be expected to produce by the completion of this study include: <table><tr><td>Article</td><td>Email</td><td>Review</td></tr><tr><td>Autobiographical/Biographical extract</td><td>Interview</td><td>Role-play</td></tr><tr><td>Blog</td><td>Journal entry</td><td>Script for a speech, film, play or podcast</td></tr><tr><td>Brochure/Leaflet</td><td>Letter (formal or informal)</td><td>Short story</td></tr><tr><td>Conversation</td><td>Report</td><td></td></tr></table>		Article	Email	Review	Autobiographical/Biographical extract	Interview	Role-play	Blog	Journal entry	Script for a speech, film, play or podcast	Brochure/Leaflet	Letter (formal or informal)	Short story	Conversation	Report	
Article	Email	Review														
Autobiographical/Biographical extract	Interview	Role-play														
Blog	Journal entry	Script for a speech, film, play or podcast														
Brochure/Leaflet	Letter (formal or informal)	Short story														
Conversation	Report															

Audience/ purpose

- Identify your audience and ensure you strike the correct 'tone'
- Is the purpose of your task to persuade, entertain, inform, analyse or criticise?

Plan/Structure

- Introduction - Body - Conclusion
- N.B. Remember to include the appropriate features of the text type:
 - Title? Date? Closing statement?

Verbs/grammar

- Présent, négatif, impératif, interrogatif
- Passé composé, imparfait
- Plus-que-parfait
- Futur proche, futur simple, futur antérieur
- Conditionnel, conditionnel passé
- Subjonctif

Vocabulary

- Have a list of key vocabulary prepared
- N.B. Faux Amis! (examples in the PDF)
- Have a list of expressions prepared
- Try adding appropriate idiomatic expressions suited to register / tone / kind of writing / context

Instructions

- Correct length [200-300 words]
- Solid structure [intro/body/conclusion]
- Accurate grammar [genders/agreements (both adjectives and verbs)] + spelling
- Check over your work!

Writing in French

- Write neatly and clearly
- If you make a mistake, cross it out and rewrite
- Don't use pencil or pale ink
- Keep track of time
- Practise using a dictionary before the exam
- Don't translate directly from English to French

How to prepare

- Practise writing regularly in French on a variety of themes and topics
- Read chief assessor reports of past exams on the VCAA website
- Consult other texts
- Consider attending online workshops

Les Astuces

- Choose your question carefully
- Don't just go for the shortest question; complicated looking topics are often really structured and thus easy to plan for
- Make sure you can master the kind of writing AND the text type
- Do you need to be subjective or objective [persuasive vs informative]?
- If you can't work out what style/text type the question requires, choose another question

VCE Second language examinations 2020–2023

Written examination – End of year

Assessment criteria for Section 3 and expected qualities for the mark range

Assessment criteria

Criterion 1 – Capacity to demonstrate relevance, breadth and depth of content

- relevance of content in relation to task set
- comprehensiveness and sophistication of content
- structuring and sequencing of ideas within and between paragraphs

Criterion 2 – Capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

- accuracy and range of vocabulary and grammar
- appropriateness of vocabulary and grammar for the context, purpose, style of writing, audience and text type
- cohesiveness of writing within and between paragraphs

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.

Expected qualities for the mark range

Mark(s)	Expected qualities
19–20	- demonstrates an original interpretation of the task, always adhering to the task itself - demonstrates sophisticated structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task - demonstrates authentic features of the required style of writing and text type - uses sophisticated and appropriate vocabulary and demonstrates outstanding control of grammatical structures and, where relevant, highly accurate script; minor slips
16–18	- conveys highly relevant and significant information, successfully integrating information and ideas in a sophisticated manner throughout the response - demonstrates highly effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task - demonstrates highly appropriate features of the required style of writing and text type - uses a broad range of sophisticated vocabulary and complex and accurate grammatical structures and, where relevant, accurate script; few errors
13–15	- conveys relevant and significant information, successfully integrating information and ideas throughout the response - demonstrates effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task - demonstrates most of the features of the required style of writing and text type - uses a range of appropriate vocabulary, including some complex grammatical structures and, where relevant, mostly accurate script; some errors
10–12	- provides relevant information and ideas throughout the response - demonstrates structuring and sequencing of information and ideas appropriate to the task - demonstrates the features of the required style of writing and text type - uses suitable vocabulary and grammatical structures and, where relevant, uses script appropriately - a number of errors with expression and language control
7–9	- provides some relevant information and ideas throughout the response - inconsistent structuring and sequencing of information and ideas across the response; audience and purpose not clearly reflected in the response - demonstrates some of the features of the required style of writing, mostly in the required text type - often uses vocabulary and grammatical structures inappropriately - frequent errors with expression and language control and, where relevant, script
4–6	- provides basic information and ideas relevant to the task - demonstrates little structuring and sequencing of information and ideas - demonstrates insufficient features of the required style of writing and text type - uses limited vocabulary and grammatical structures - substantial errors with expression and language control and, where relevant, script
1–3	- demonstrates very little awareness of the requirements of the task - uses minimal phrases or words
0	no evidence of meeting the criteria

SECTION 3 – Writing in French

Instructions for Section 3

Questions 5–8 (20 marks)

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 5

You have just received a group present from your friends for your 18th birthday. You are very disappointed with it. Write a personal diary entry in which you express your disappointment, wonder why you were given such a present and explain what you would have preferred to receive and why.

Vos amis se sont cotisés pour vous offrir un cadeau pour vos dix-huit ans. Vous êtes très déçu.e de ce cadeau. Rédigez une page de votre journal intime dans laquelle vous exprimez votre déception, vous vous demandez pourquoi ils vous ont offert un tel cadeau et expliquez ce que vous auriez aimé recevoir et pourquoi.



Question 6

Write an informative blog post about your favourite holiday destination. Mention the top 5 activities to do there and give as much detail as you can about each activity.

Rédigez un billet de blog au sujet de votre destination de vacances préférée. Parlez des 5 meilleures activités que l'on puisse l'y faire et donnez autant d'informations que possible sur chaque activité.

Question 7

You were on the organising committee of a school event which has just taken place. You now need to write an evaluative report on this event and make recommendations for 2023.

Vous faisiez partie du comité chargé d'organiser un événement qui vient d'avoir lieu à votre lycée. Il vous faut maintenant écrire un rapport l'évaluant tout en faisant des recommandations pour 2023.

Question 8

Write an imaginative story about the day in the life of two animals (for example a wolf and a lamb) who have struck up an unusual friendship.

Racontez la journée de deux animaux (par exemple un loup et un agneau) qui ont forgé une amitié inattendue. Rédigez le texte de cette histoire.

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:

Example

Informative/ blog

Write an informative blog post about your favourite holiday destination. List the top 5 activities to do there and give as much detail as you can about each activity.

Rédigez un billet de blog au sujet de votre destination de vacances préférée. Parlez des 5 meilleures activités que l'on puisse l'y faire et donnez autant d'informations que possible sur chaque activité.

Questions to answer when planning:

For whom am I writing this piece of writing? (Audience)	Followers of your blog
What am I writing? (Text type?)	Blog
What am I trying to do? (Kind of writing)	Inform
What is my topic?	5 top activities of your favourite holiday destination

Criterion 1: Capacity to demonstrate relevance, breadth and depth of content

Destination et pourquoi (here are 3 possible examples)	• Destination tropicale - pour se détendre • Destination exotique - pour apprendre sur la culture • Destination ayant besoin d'aide - pour aider les gens
5 Activités	• se baigner, faire de la plongée sous-marine, faire de la pêche, bronzer, se détendre • visiter des sites historiques, musées/galleries, voir du théâtre/de la danse, cuisiner • rencontrer des familles locales, faire de la bénévolé, construire des maisons, enseigner, nettoyer la plage
Conclusion	

Criterion 2: Capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

Key features of text	Headings/sub-headings; date; structure; content (commentary); register; style; layout.
Key words	• destination de vacances • préféré.e • meilleur.e • activité
Tenses	• As wide a variety as possible • Passé composé/ imparfait - describe what you did there in the past • Plusqueparfait – what you did prior to that • Subjonctif – describing feelings, using certain conjunctions like 'bien que' • Hypothèses - conditionnel / si clauses • Predictions - futur simple / futur proche
Connecteurs logiques	• d'abord / ensuite • premièrement, deuxièmement • néanmoins, • cependant etc.

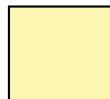
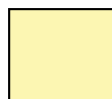
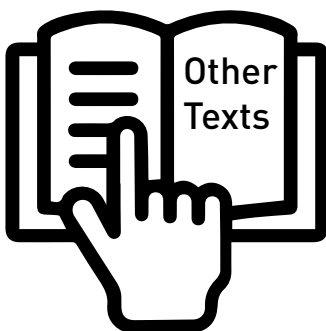
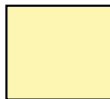
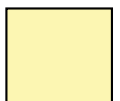
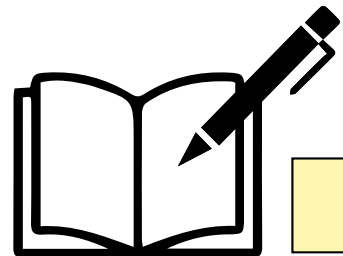
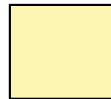
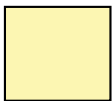
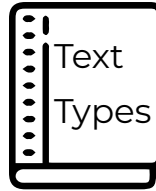
Please note, these answers are provided as a guide only to correction. In some cases it is quite possible that variations to the suggested answers could be found to be acceptable.

Video #6

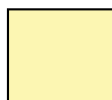
Section 3 Writing

REVISION CHECKLIST

- Text Types
- Writing styles
- Verbs/ Grammar
- Prepare vocabulary list
- Beware of 'Faux-amis'
- Prepare list of expressions
- 'Connecteurs logiques'
- Practise writing regularly in French on a variety of themes and topics.
- Read chief assessor reports of past exams on the VCAA website
- Consult other texts



<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/French.aspx>



- Présent, négatif, impératif, interrogatif
- Passé composé, imparfait
- Plus-que-parfait
- Futur proche, futur simple, futur antérieur
- Conditionnel, conditionnel passé
- Subjonctif

VIDEO #7
~ANAND'S TIPS + TRICKS~
[Link to video](#)

Intro

- Anand received a study score of 50 in French
- Received a Premier's Award for French
- Cultural ambassador for the Alliance Française
- Author Cambridge Checkpoints study guide for French

Oral Exam

Part 1: Your personal world and your interaction with the French-speaking world (language and cultures)

- Spontaneity is key
- Direct the conversation to those areas that you are most confident in discussing
- Build a mind-map
- Record and listen to your practice orals regularly
- Be open to feedback

Part 2: The French-speaking communities' or the prescribed theme 'The world around us'

- One image, no writing and no larger than A3 size
- Draw thoughtful syntheses and comparisons
- Learn the vocabulary specific to expressing points of view and making connections

Written Exam

- Strong focus on writing
- Fluency with grammar and vocabulary is the backbone of effective writing
- Keep practising these basic skills in the lead-up to the exam

SECTION 1 Parts A + B: Listening

- Two texts, one requiring answers in English and one requiring answers in French
- Important to take effective notes that were targeted to the content of the questions
- Stay focused
- French section: make sure to respond in full sentences
- Keep a positive attitude and don't worry if you miss something
- Practice dictation exercises in class on passages of increasing complexity

SECTION 2 Part A

- Combine and synthesise information from two texts (one spoken and one written)
- Read written text to gain a holistic view and associated context
- Some questions will be specific to a single text
- While others will require you to compare and contrast across the two texts
- If two texts, look through the notes you have written
- Which aspects support/negate the contention of the written piece?

SECTION 2 Part B

- Short written response ~150 words based on a written text
- Support or rebut an author's contention
- Effectively build on the ideas in the text and respond to them in a creative, original way
- Rework the material in the text in your own words
- Use linking words (connectives) to sequence your thoughts
- 'mini-essay' - respect text-type and stylistic conventions
- Look through the reading section of the exams from the old study design from 2016 to 2019

SECTION 3: Writing

- Read through all the prompts and carefully think about which one conforms to your strengths the most
- Plan your essay before starting to write
- Make sure that you have satisfied text-type requirements
- Leave spare time for proofreading
- Vary your vocabulary and grammatical structures over the course of your piece
- Don't force particular constructions
- Your goal is to create a cohesive and effective piece

~Extra Information~

Grammar

Common Faux-amis

There are many words that sound like they can be translated simply from French to English or vice versa, but, in fact they are false friends. A quick search will find lists of false friends.

Eg: <http://www.oxforddictionaries.com/words/difficulties-in-french-false-friends-and-franglais>

English		French		French		English
to achieve		réaliser		achever		to complete
actually		en fait		actuellement		at present
character		personnage		caractère		nature/personality
comprehensive	=	complet	BUT	compréhensif	=	understanding
hazard		danger		hazard		chance
location		emplacement		location		renting, lease
medicine		médicament		médecin		doctor
sensible		raisonnable		sensible		sensitive

Common Acronyms

Given that word order in French is different from word order in English, it is normal that acronyms often surprise us. Try to memorise ones you think will be the most useful to you.

Eg: <http://french.about.com/library/writing/bl-acronyms.htm>

OGM	Organisme G énétiquement M odifié	GMO
SAMU	Secours d' A ide M édicale d' U rgence	Ambulance
SNCF	Société N ationale de C hemins de F er	National train service
TGV	T rain à G rande V itesse	Very fast train
HLM	H abitation à L oyer M odéré	Housing commission flat
SDF	S ans D omicile F ixe	Homeless person
JO	J eux O lympiques	Olympic games

Connecteurs logiques/ Connecteurs utiles:

Time Relationship

à la fin <i>at the end</i>	après/et puis/ ensuite <i>after</i>	à peine <i>having just</i>	à partir de ce moment-là <i>from that time onwards</i>
auparavant <i>beforehand</i>	autrefois/jadis <i>in the olden days</i>	bientôt/ d'ici peu <i>soon</i>	peu à peu / petit à petit <i>little by little</i>
de bonne heure/tôt <i>early</i>	tôt ou tard <i>sooner or later</i>	désormais <i>from now on</i>	de temps en temps <i>from time to time</i>

en attendant <i>while waiting</i>	toujours <i>always/still</i>	encore <i>still/again</i>	enfin <i>finally</i>
de nos jours <i>nowadays</i>	actuellement <i>at the moment</i>	lors de <i>during</i>	entre-temps <i>In the meantime</i>
à cette époque <i>in those days</i>	par la suite/plus tard <i>later on</i>	d'abord/ en premier lieu <i>firstly</i>	quelquefois/parfois <i>sometimes</i>
souvent <i>often</i>	déjà <i>already</i>	tout d'abord <i>first of all</i>	tout de suite <i>immediately</i>

Concession

même si <i>even if</i>	bien que/ malgré que <i>despite</i>	sauf <i>apart from</i>	tandis que/ alors que <i>whereas</i>
finalement <i>lastly</i>	mais <i>but</i>	en fait <i>in fact</i>	toutefois/ cependant <i>however</i>
après tout <i>after all</i>	étant donné /vu <i>considering</i>	en effet <i>indeed</i>	

Contradiction

contrairement à <i>contrary to</i>	au moins <i>at least</i>	autrement/ sinon <i>otherwise</i>	toutefois/ cependant /pourtant <i>however</i>
d'autre part/ par contre/ en revanche <i>on the other hand</i>	quand même <i>even though</i>	en tout cas <i>anyway</i>	néanmoins <i>nevertheless</i>

Explanation

c'est à dire <i>that means</i>	c'est la raison pour laquelle <i>it is why</i>	par exemple <i>for example</i>	plus précisément <i>more specifically</i>
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Summing up

à vrai dire/en vérité <i>to be honest</i>	en fin de compte <i>in the end</i>	en tout cas <i>anyway</i>	vraiment <i>truly</i>
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Inference / Implication

apparemment <i>apparently</i>	assurément <i>For sure</i>	certainement <i>cerfainly</i>	vraisemblablement <i>presumably</i>
sans aucun doute <i>without any doubt</i>	en tout cas <i>in any case</i>	évidemment <i>of course</i>	précisément <i>precisely</i>

Other useful conjunctions

en plus / en outre <i>what's more</i>	bien sûr <i>of course</i>	encore <i>again</i>	certes <i>certainly</i>
ou...ou <i>either...or</i>	d'ailleurs, de plus <i>besides, moreover</i>	ni...ni <i>neither...nor</i>	à cause de <i>because of</i>
soit...soit <i>either...or/ be it... or</i>	grâce à <i>thanks to</i>	vu que <i>seeing that</i>	malgré, en dépit de <i>despite</i>
en particulier, <i>in particular</i>	de plus en plus (de) <i>more and more</i>	de moins en moins (de) <i>less and less of</i>	ceci illustre <i>this illustrates</i>
non seulement <i>not only</i>	dans la mesure où <i>insofar as</i>	premièrement, <i>firstly</i>	ceci vient de .. <i>this comes from ..</i>
car <i>because</i>	tout compte fait <i>all things considered</i>	ceci dépend de <i>This depends on</i>	puisque <i>since</i>

Stylistic devices

avant de + infinitif	=	before doing...
en + participe présent		by/while doing...
après avoir/être + past participle		after doing

si présent	→	futur
si imparfait		conditionnel
si plus-que-parfait		conditionnel passé

BONNE CHANCE!

DE LA PART
DE L'AFTV

