

VIDEO #6

~WRITTEN EXAM~

Section 3  
Writing in French

[Link to video](#)

Format	Criteria	Instructions	Total Marks
Section 3			20
Write a text in <b>French</b> 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 <b>one</b> of the <b>four</b> 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															
<h3>Text types</h3> <p>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.</p> <p>The text types that students can reasonably be expected to produce by the completion of this study include:</p> <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	<ul style="list-style-type: none"> <li>demonstrates an original interpretation of the task, always adhering to the task itself</li> <li>demonstrates sophisticated structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task</li> <li>demonstrates authentic features of the required style of writing and text type</li> <li>uses sophisticated and appropriate vocabulary and demonstrates outstanding control of grammatical structures and, where relevant, highly accurate script; minor slips</li> </ul>
16–18	<ul style="list-style-type: none"> <li>conveys highly relevant and significant information, successfully integrating information and ideas in a sophisticated manner throughout the response</li> <li>demonstrates highly effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task</li> <li>demonstrates highly appropriate features of the required style of writing and text type</li> <li>uses a broad range of sophisticated vocabulary and complex and accurate grammatical structures and, where relevant, accurate script; few errors</li> </ul>
13–15	<ul style="list-style-type: none"> <li>conveys relevant and significant information, successfully integrating information and ideas throughout the response</li> <li>demonstrates effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task</li> <li>demonstrates most of the features of the required style of writing and text type</li> <li>uses a range of appropriate vocabulary, including some complex grammatical structures and, where relevant, mostly accurate script; some errors</li> </ul>
10–12	<ul style="list-style-type: none"> <li>provides relevant information and ideas throughout the response</li> <li>demonstrates structuring and sequencing of information and ideas appropriate to the task</li> <li>demonstrates the features of the required style of writing and text type</li> <li>uses suitable vocabulary and grammatical structures and, where relevant, uses script appropriately</li> <li>a number of errors with expression and language control</li> </ul>
7–9	<ul style="list-style-type: none"> <li>provides some relevant information and ideas throughout the response</li> <li>inconsistent structuring and sequencing of information and ideas across the response; audience and purpose not clearly reflected in the response</li> <li>demonstrates some of the features of the required style of writing, mostly in the required text type</li> <li>often uses vocabulary and grammatical structures inappropriately</li> <li>frequent errors with expression and language control and, where relevant, script</li> </ul>
4–6	<ul style="list-style-type: none"> <li>provides basic information and ideas relevant to the task</li> <li>demonstrates little structuring and sequencing of information and ideas</li> <li>demonstrates insufficient features of the required style of writing and text type</li> <li>uses limited vocabulary and grammatical structures</li> <li>substantial errors with expression and language control and, where relevant, script</li> </ul>
1–3	<ul style="list-style-type: none"> <li>demonstrates very little awareness of the requirements of the task</li> <li>uses minimal phrases or words</li> </ul>
0	<ul style="list-style-type: none"> <li>no evidence of meeting the criteria</li> </ul>

### 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 2022.

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 2022.

#### 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)	<ul style="list-style-type: none"><li>• Destination tropicale - pour se détendre</li><li>• Destination exotique - pour apprendre sur la culture</li><li>• Destination ayant besoin d'aide - pour aider les gens</li></ul>
5 Activités	<ul style="list-style-type: none"><li>• se baigner, faire de la plongée sous-marine, faire de la pêche, bronzer, se détendre</li><li>• visiter des sites historiques, musées/galleries, voir du théâtre/de la danse, cuisiner</li><li>• rencontrer des familles locales, faire de la bénévolé, construire des maisons, enseigner, nettoyer la plage</li></ul>
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	<ul style="list-style-type: none"><li>• destination de vacances</li><li>• préféré.e</li><li>• meilleur.e</li><li>• activité</li></ul>
Tenses	<ul style="list-style-type: none"><li>• As wide a variety as possible</li><li>• <b>Passé composé/ imparfait</b> - describe what you did there in the past</li><li>• <b>Plusqueparfait</b> – what you did prior to that</li><li>• <b>Subjonctif</b> – describing feelings, using certain conjunctions like 'bien que'</li><li>• <b>Hypothèses</b> - conditionnel / si clauses</li><li>• <b>Predictions</b> - futur simple / futur proche</li></ul>
Connecteurs logiques	<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.

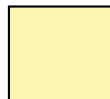
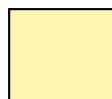
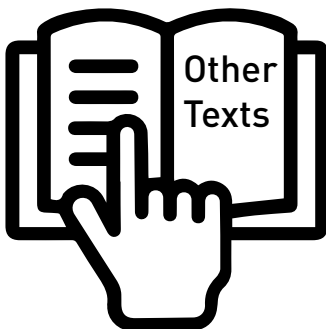
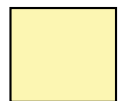
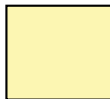
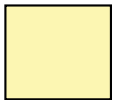
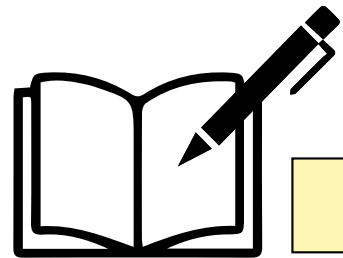
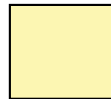
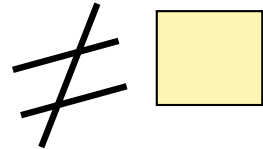
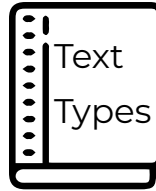


# Video #6

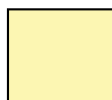
## Section 3 Writing

### 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